

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS

COMMON CORE



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HOUGHTON MIFFLIN HARCOURT

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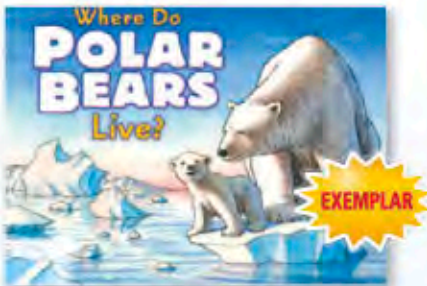
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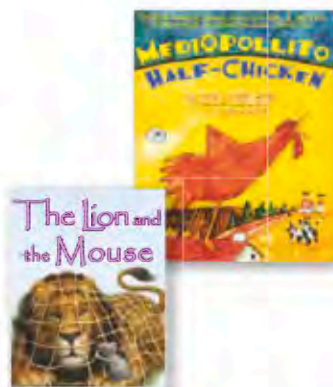
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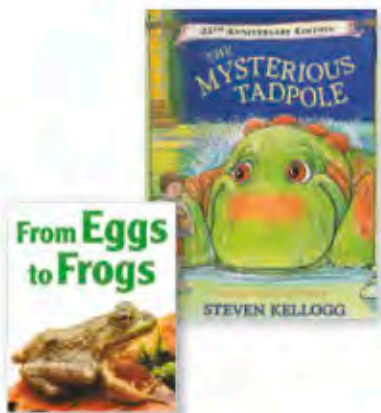
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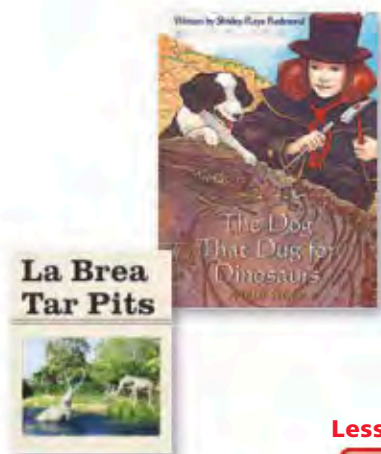
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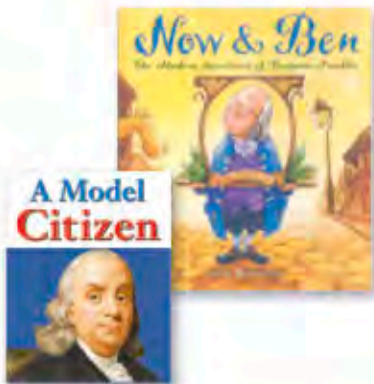
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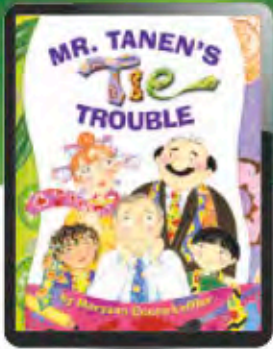




# Uraite 4

# Lesson

# 16



## ✓ TARGET VOCABULARY

received

account

budget

disappointed

chuckled

staring

repeated

fund

Vocabulary  
Reader



Context  
Cards



COMMON  
CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

**received**

The boys **received** some money for raking leaves in the yard.



2

**account**

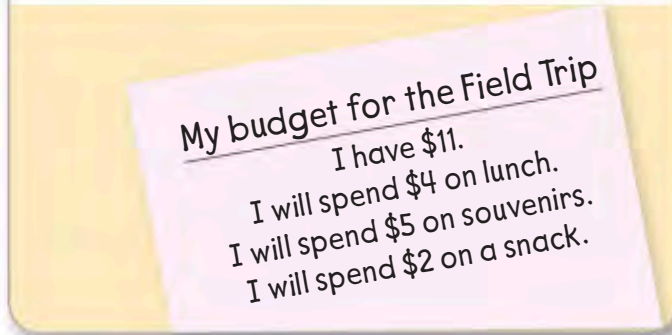
The girl opened a bank **account** with the money from her allowance.



3

**budget**

A **budget** is a plan for how you should spend your money.



4

**disappointed**

He was **disappointed**, or sad, that he would not be able to buy the book.



5

**chuckled**

Her dad **chuckled** when he saw her tiny piggy bank.



6

**staring**

The girl was **staring** at the money. Should she save it or spend it?



7

**repeated**

The car wash was such a big success that the class **repeated** it in May.

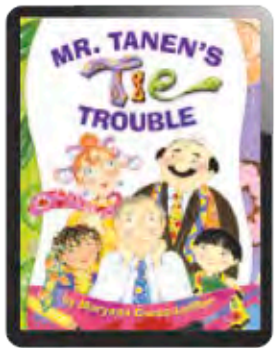


8

**fund**

The players got new shirts by raising money for the team **fund**.





# Read and Comprehend



## ✓ TARGET SKILL

**Story Structure** The characters, setting, and plot of a story make up the **story structure**. The **setting** is where and when the story takes place. The **characters** are the people in the story. The **plot** is what happens in the story.

As you read *Mr. Tanen's Tie Trouble*, think about what the important events are. You can use a story map like the one below to show the main parts of the story.

Characters	Setting
Plot	

## ✓ TARGET STRATEGY

**Infer/Predict** Use clues, or text evidence, to figure out more about story parts.

## PREVIEW THE TOPIC

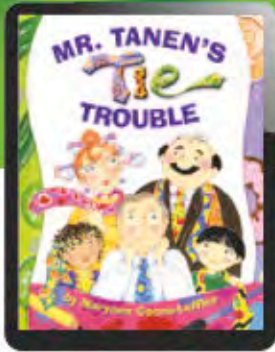
### Helping Others

There are many ways to help other people. Holding the door for someone is one small way to help a person. Visiting someone who is sick can help make him or her feel better. Taking care of family pets or doing chores can help out at home. Helping others makes them feel good, and it can make you feel good, too!

You will read about a principal who helps his school in *Mr. Tanen's Tie Trouble*.



# ANCHOR TEXT



MEET THE AUTHOR  
AND ILLUSTRATOR

**Maryann  
Cocca-Leffler**

Many of Maryann  
Cocca-Leffler's books

are based on her own life. *Clams All Year* is about the time she went clam digging with her grandpa following a big storm. She wrote *Jack's Talent* after a boy said during a school visit that he had no talent for anything. The tie-loving Mr. Tanen was the principal at an elementary school that the author's two daughters attended.

✓ **TARGET SKILL**

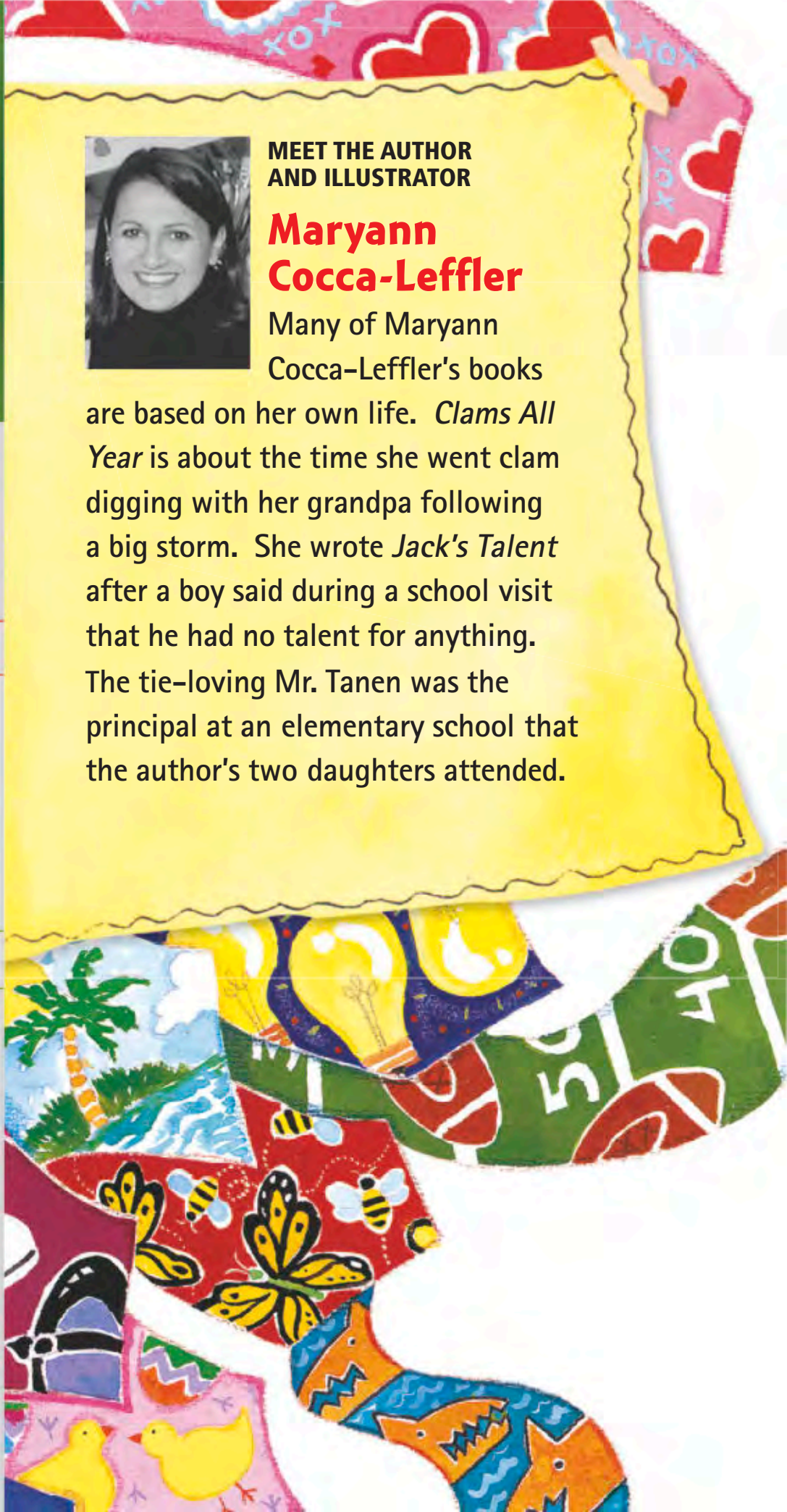
**Story Structure** Tell the setting, character, and plot in a story.


✓ **GENRE**

**Realistic fiction** is a story that could happen in real life. As you read, look for:

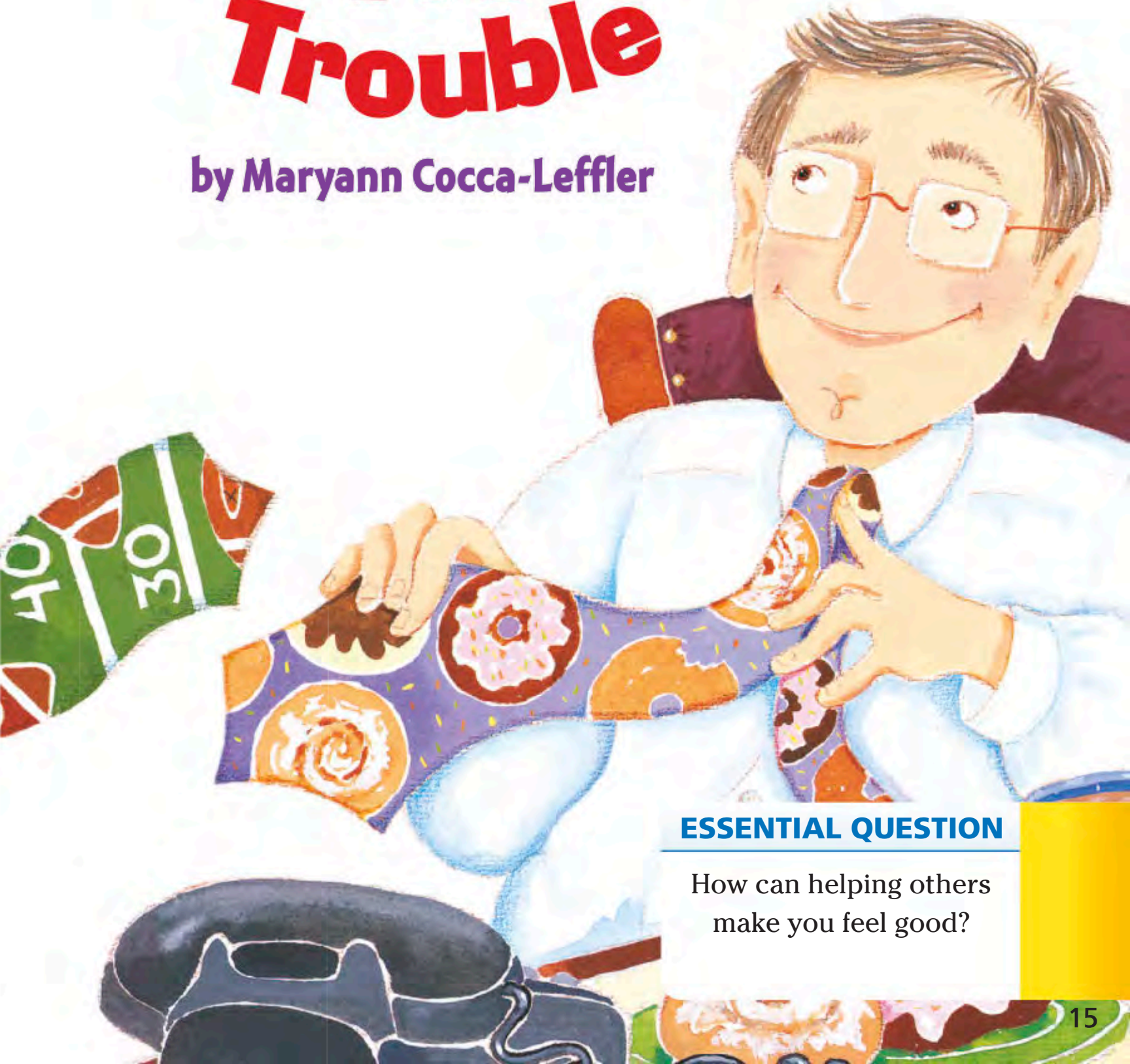
- ▶ characters who act like real people
- ▶ a setting that could be a real place

**COMMON CORE** **RL.2.3** describe how characters respond to events and challenges; **RL.2.5** describe the overall structure of a story; **RL.2.10** read and comprehend literature



# Mr. Tanen's Tie Trouble

by Maryann Cocca-Leffler

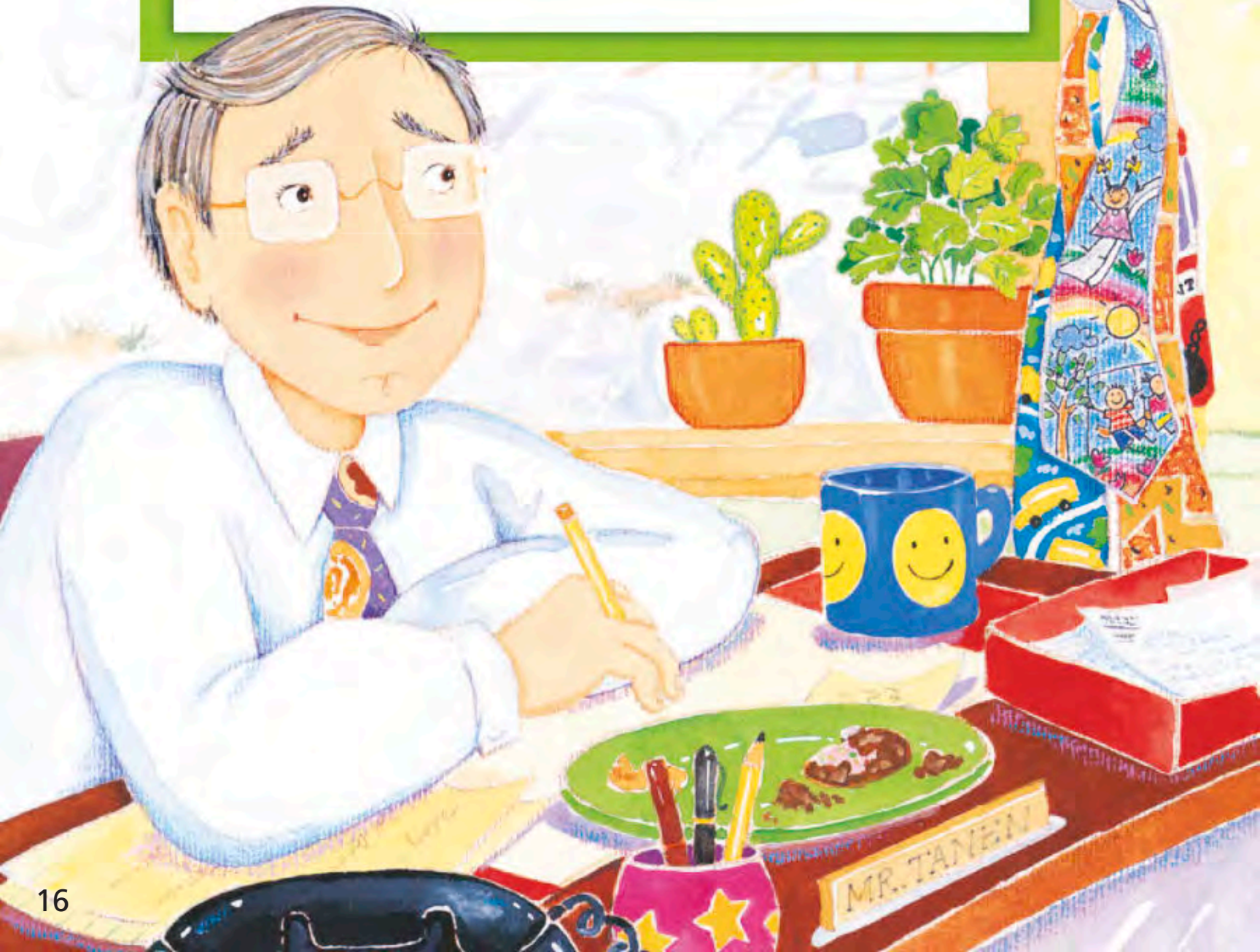


## ESSENTIAL QUESTION

How can helping others make you feel good?

**Mr. Tanen loves being the principal of the Lynnhurst School. He also loves ties. In fact, he has almost one thousand crazy ties!**

**When Mr. Tanen returned from winter vacation, he **received** a call from Mr. Apple at the School Department. Mr. Apple told him that because many things at the school had to be fixed, there wasn't enough money left for a new playground.**

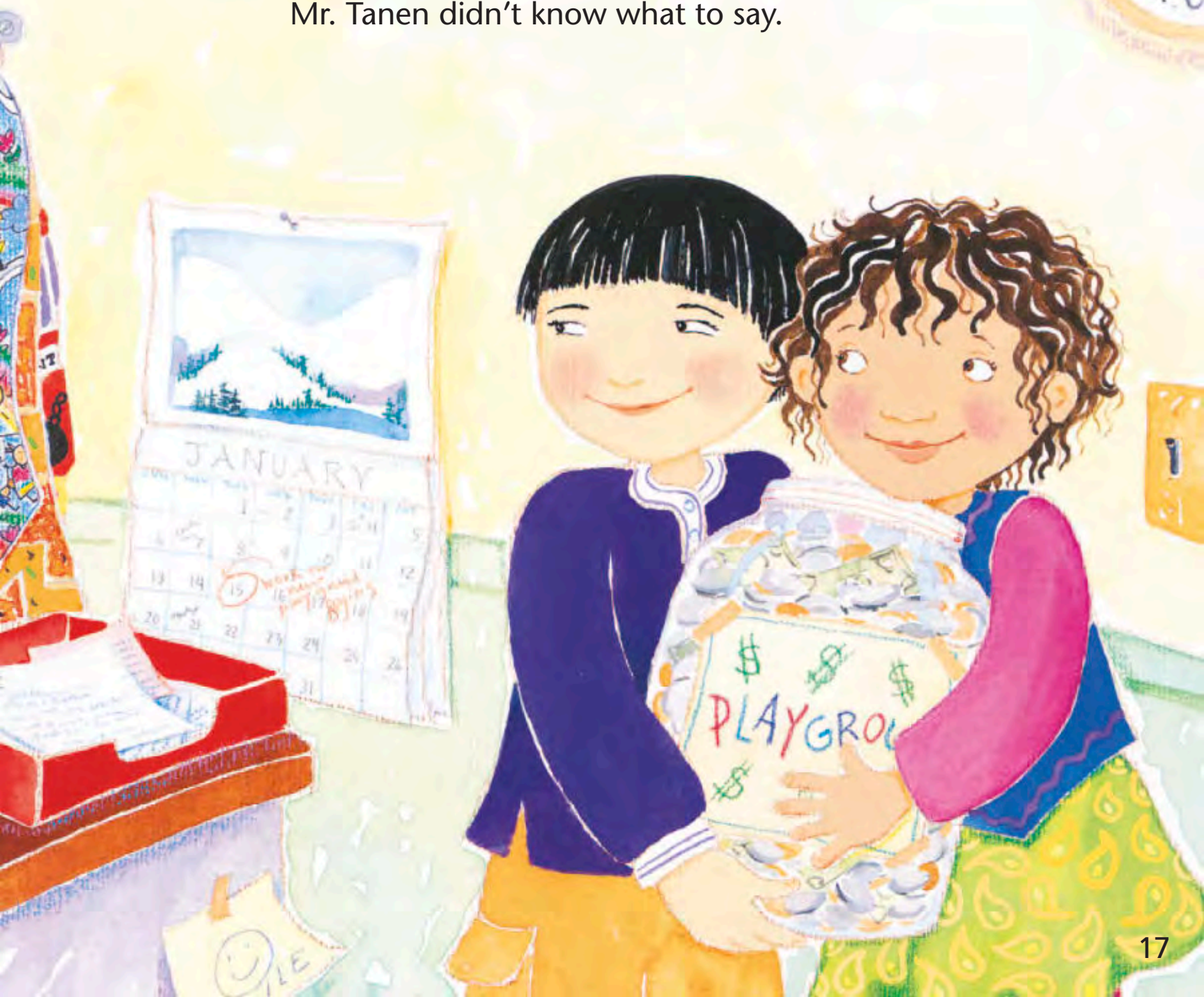




Mr. Tanen sadly hung up the phone and gazed out at the broken-down playground. He heard a *clink-clank*. He looked up to see Kaylee and Alex lugging in a big jar filled with money.

"Here it is! \$148.29 for the playground **fund!**" said Kaylee proudly.

"New playground, here we come!" cheered Alex. Mr. Tanen didn't know what to say.



After school, Mr. Tanen sat in his office **staring** at the jar. He sighed. "Now I'm in a real pickle! This is not enough money for a playground. The kids will be so **disappointed.**"

Mr. Apple's words floated around in his head:

**"The playground will have to wait."**

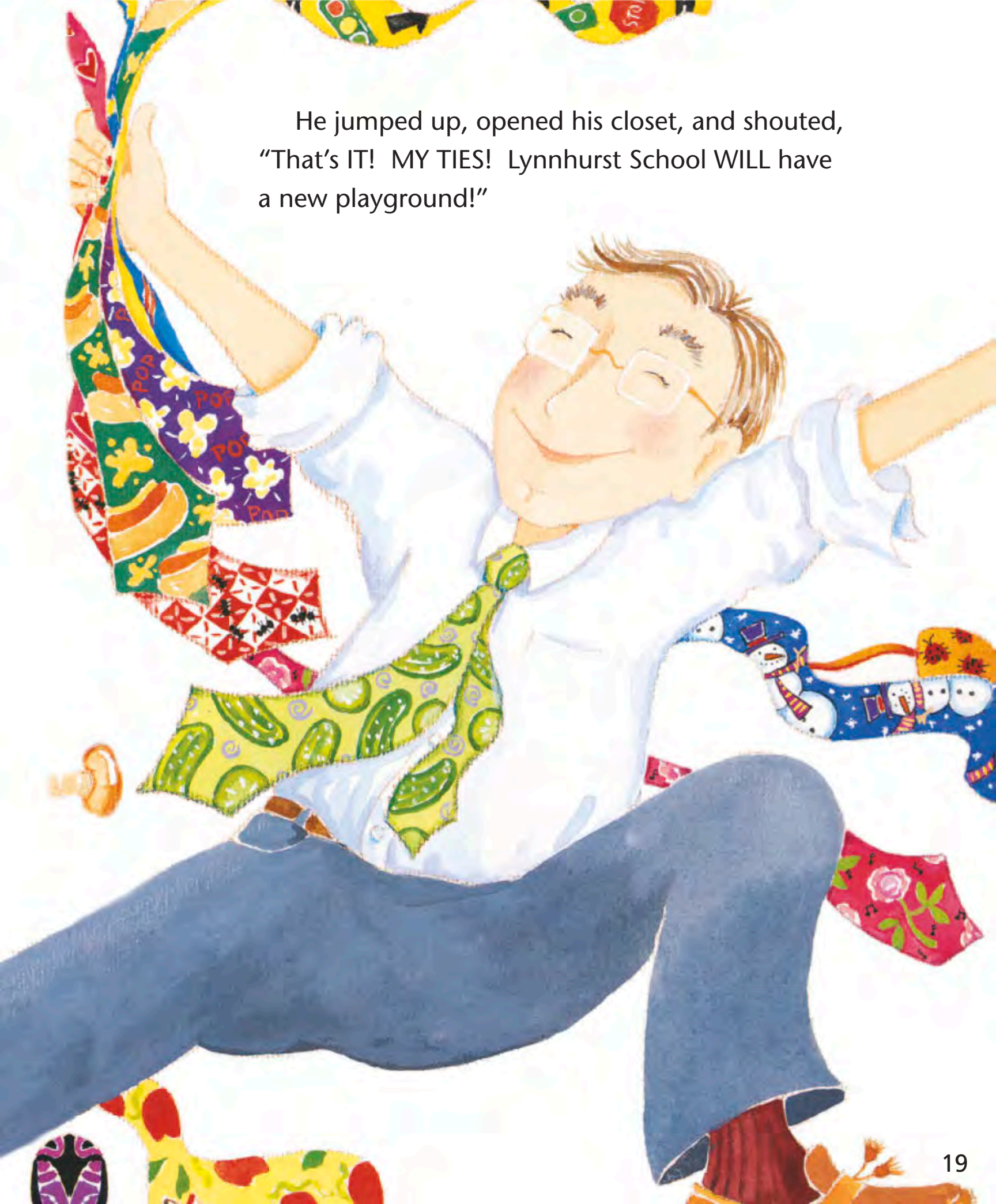
**"You'll think of something."**

**"I wish our **account** was as full as your tie closet."**

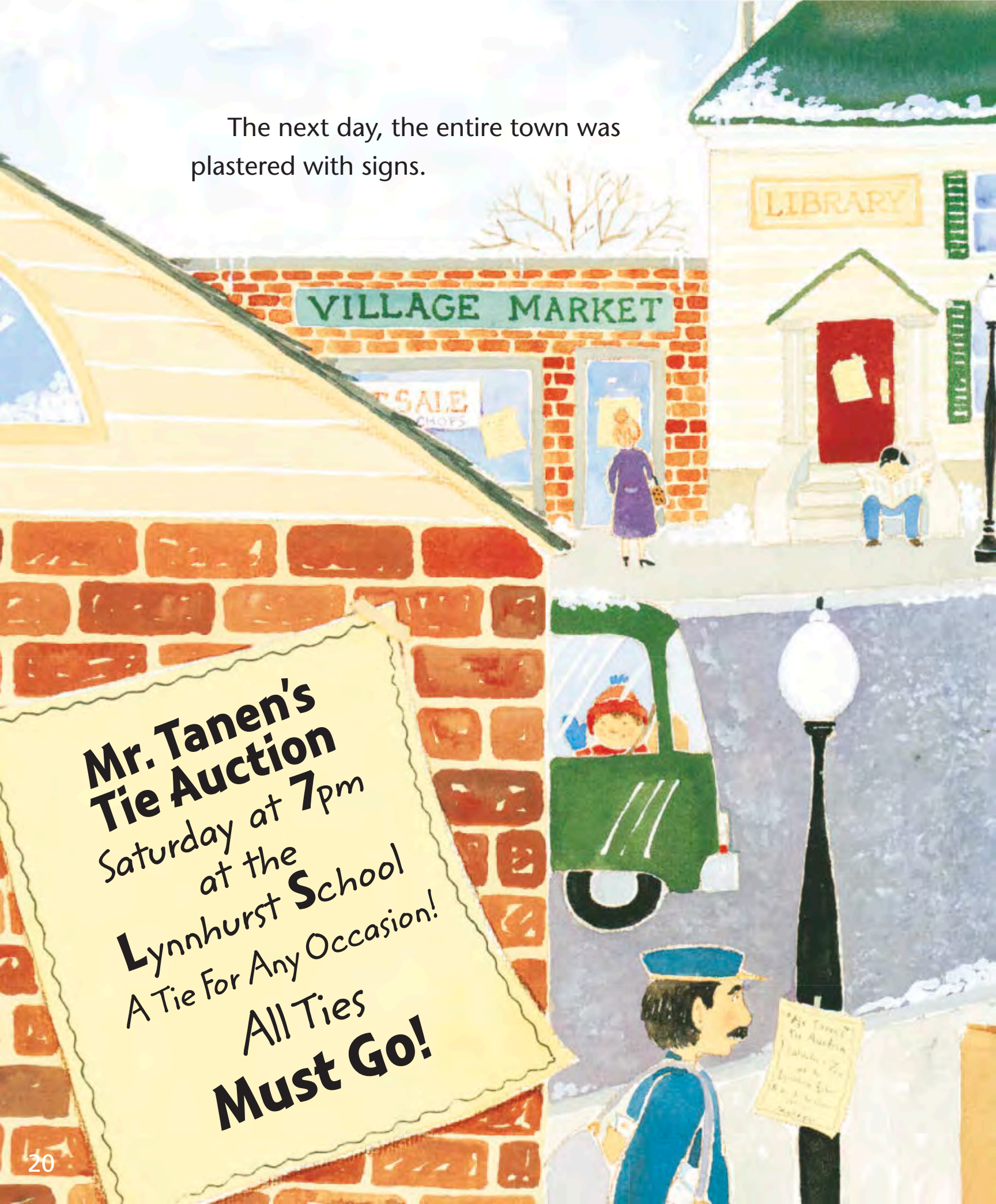
"Hmm . . . *as full as my tie closet!*" **repeated** Mr. Tanen.



He jumped up, opened his closet, and shouted,  
“That’s IT! MY TIES! Lynnhurst School WILL have  
a new playground!”



The next day, the entire town was plastered with signs.



**Mr. Tanen's  
Tie Auction**  
Saturday at 7pm  
at the  
**Lynnhurst School**  
A Tie For Any Occasion!  
All Ties  
**Must Go!**



### ANALYZE THE TEXT

**Understanding Characters** What does Mr. Tanen do to help raise money for the playground? What do his actions tell you about him?

Mrs. Sweet Apple noticed the sign on the grocery store window. She called her husband, Mr. Apple.

“Why is Mr. Tanen selling all his ties? Has he gone crazy?”

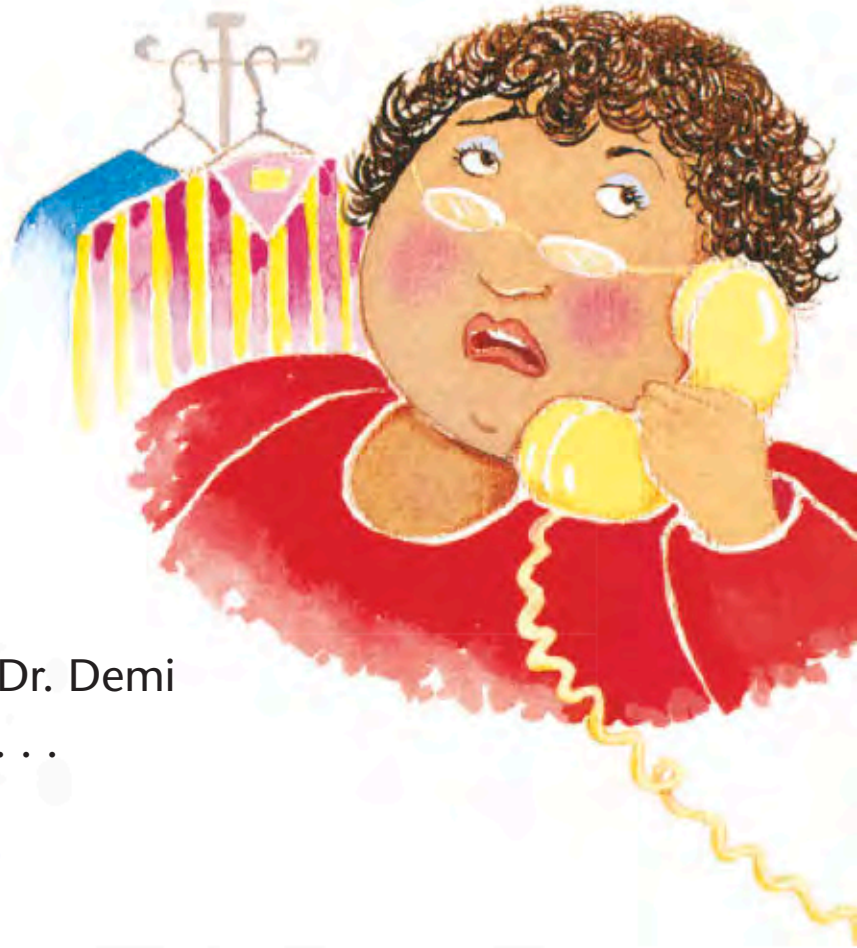


Mr. Apple told her about the school **budget** and the playground money. The town was buzzing all day . . .

Mrs. Sweet Apple called Monsieur Bijou at the bakery,



who called Cleo at  
the cleaners,



who called Dr. Demi  
the dentist . . .



It went on and on, until even  
Zack, the night watchman at the  
zoo, got the word:

**"Mr. Tanen is selling his ties!"**



On Saturday, the whole town showed up for the auction. Monsieur Bijou started the bidding. "I'll give you \$50 for the Doughnut and Danish Tie!"

Lolly the librarian bought the Book Tie.

Dr. Demi was the proud owner of the Toothbrush Tie.

Kaylee handed over her entire piggy bank for the Hot Dog Tie.

Mrs. Sweet Apple just had to have the Wedding Bells Tie, and of course, Mr. Apple **chuckled** as he paid quite a bit of cash for the Crabapple Tie.





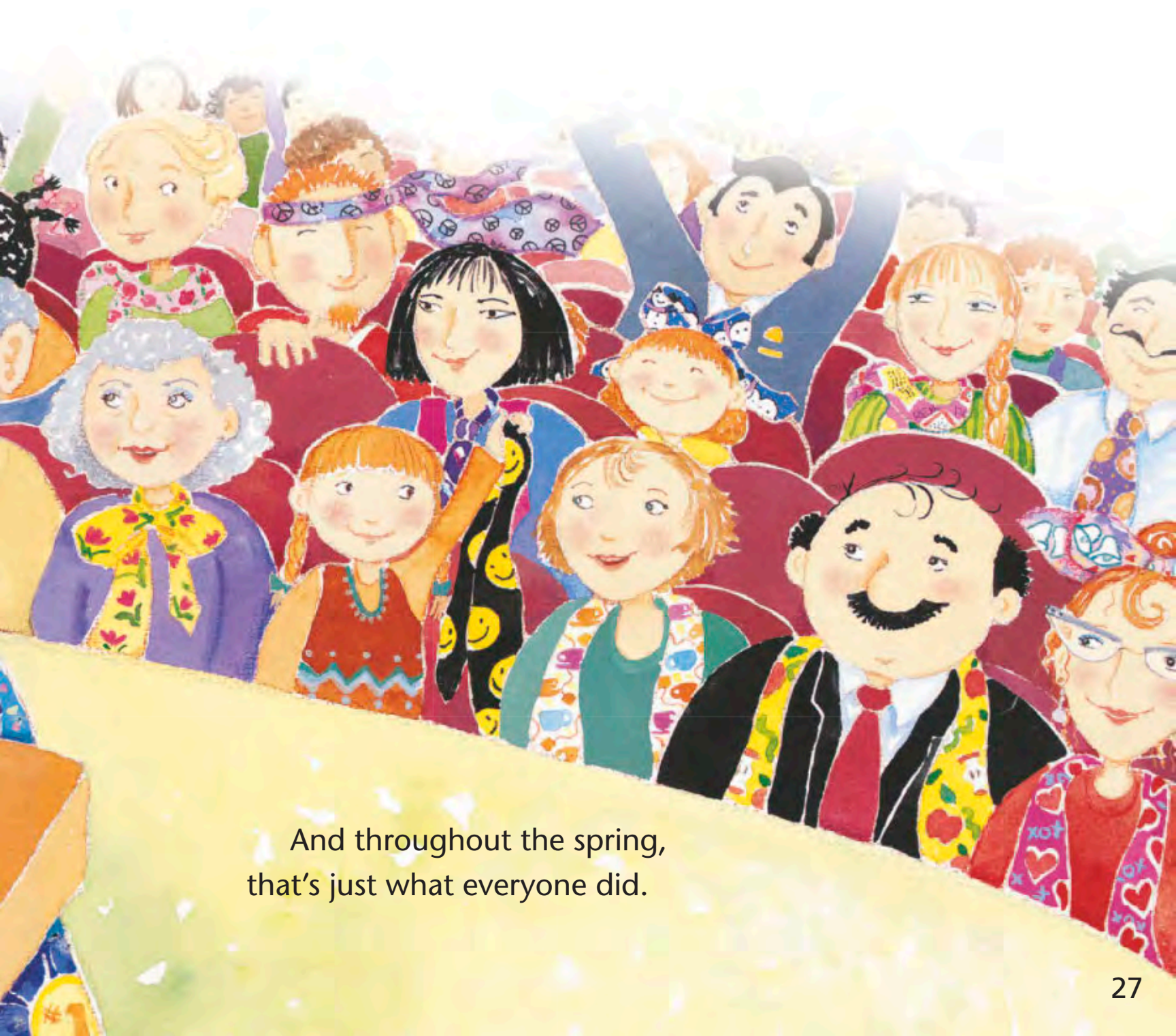


The auction was a huge success! Every tie was sold, except one. Mr. Tanen couldn't part with his beloved Blue Ribbon Tie. It was a present from Mr. Apple for being a great principal. He looked out at a sea of townspeople, all wearing his ties.



“Thank you all. I have always taught my students, ‘The more you give, the more you get.’ With this money, the Lynnhurst School will have a new playground!”

Mr. Tanen swallowed hard. “My ties now belong to the town. Wear them proudly.”



And throughout the spring,  
that's just what everyone did.

But sometimes Mr. Tanen would forget his closet was empty. He would open it to get a tie, and with a tinge of sadness, he would remember. He only had one tie—and he was wearing it. Then he'd look outside at the playground being built.

“You have to give to get,” he thought.



Soon it was Opening Day at the new playground. Mr. Tanen had invited the whole town to the ribbon-cutting ceremony. He tucked his speech in his pocket, grabbed his special scissors, and adjusted his tie. He wished he had on his official Ribbon-Cutting Tie.

The schoolyard was overflowing with people. Mr. Tanen made his way through the crowd.



**Then he saw it!**

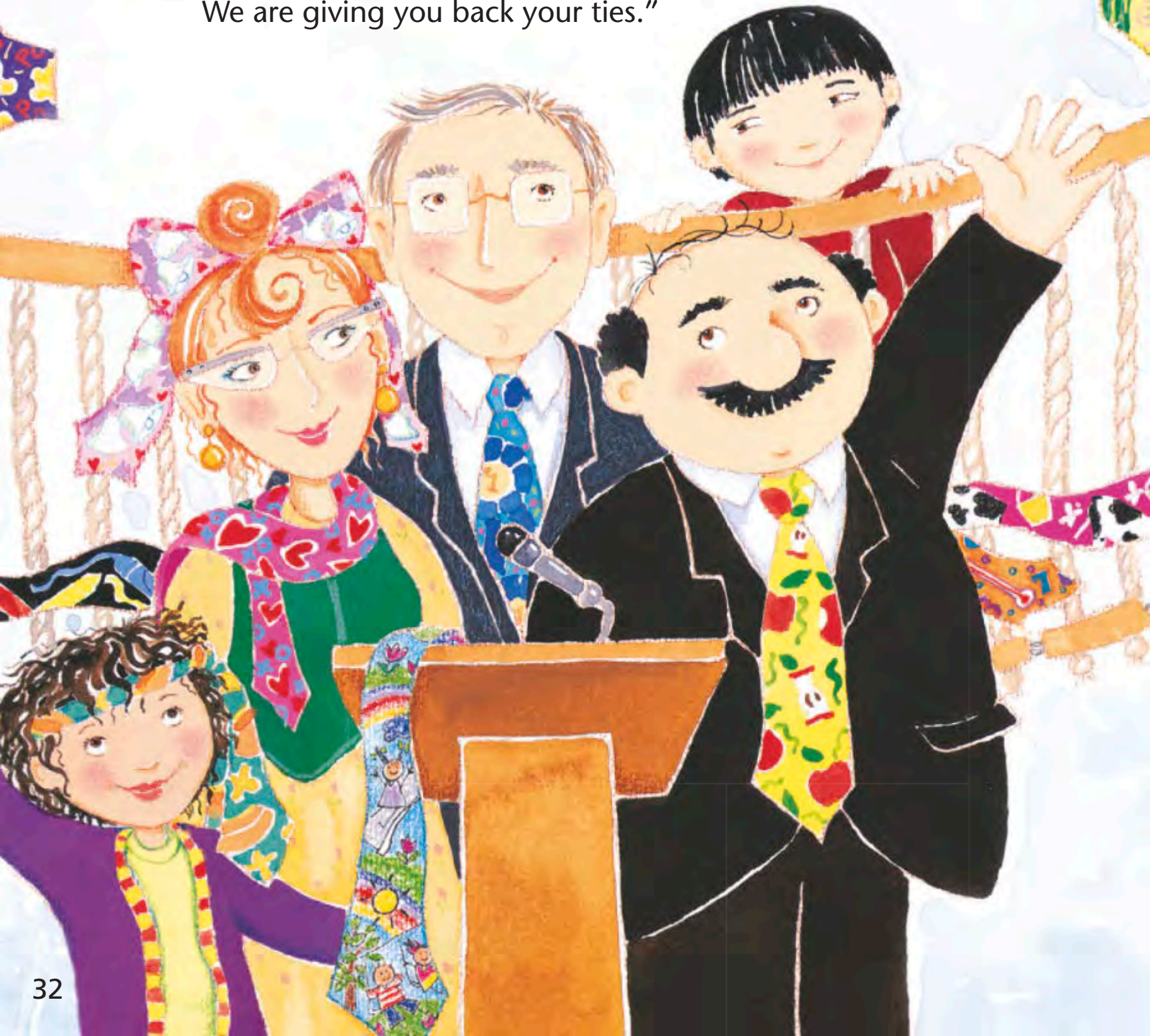


The playground was tied in a giant ribbon made from Mr. Tanen's ties!



Mrs. Sweet Apple and Mr. Apple were at the microphone.

“Mr. Tanen, you have taught us all, ‘The more you give, the more you get,’” said Mrs. Sweet Apple. “You have given us a playground. We are giving you back your ties.”







With that, Mr. Apple untied  
the tie ribbon and announced:  
“Mr. Tanen’s Playground is

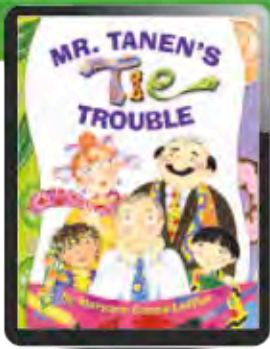
**NOW OPEN!”**



Mr. Tanen and his ties were  
together again!  
He slipped on his Swing and Slide  
Tie and smiled.

#### **ANALYZE THE TEXT**

**Story Structure** What problem does Mr. Tanen have after he sells his ties? How does the ending solve Mr. Tanen's problem?



# Dig Deeper

## How to Analyze the Text

Use these pages to learn about Story Structure and Understanding Characters. Then read *Mr. Tanen's Tie Trouble* again. Use what you learn to understand it better.

### Story Structure

In *Mr. Tanen's Tie Trouble*, you read a story about a principal who has to solve a problem. Who are the characters? Where does the story take place?

Think about how the beginning of the story tells the problem that the characters have. How is the problem solved at the end? Use a story map to help you describe the **characters**, **setting**, and **plot** of *Mr. Tanen's Tie Trouble*.

<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	



**RL.2.3** describe how characters respond to events and challenges; **RL.2.5** describe the overall structure of a story

## Understanding Characters

The way that **characters** act when they have a problem tells you more about them. Think about how the people in the town try to help Mr. Tanen and the school. Many people come to the auction and buy Mr. Tanen's ties. This text evidence shows that they want to help raise money for the playground. Understanding how characters think, act, and feel helps you to better understand why things happen in the story.



# Your Turn

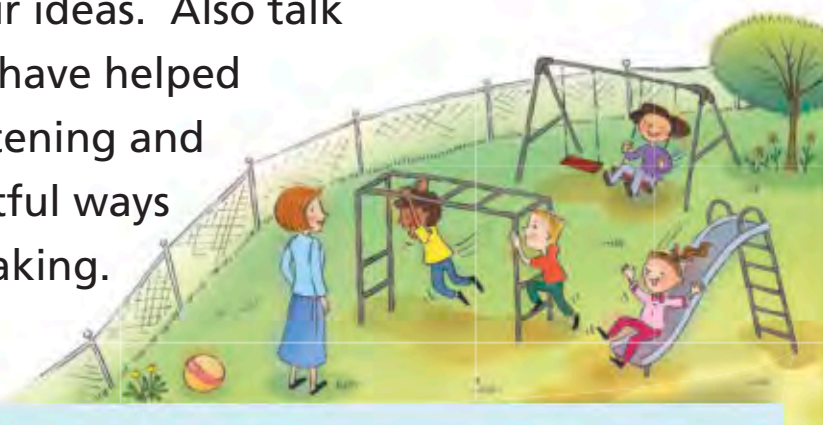


## RETURN TO THE ESSENTIAL QUESTION

**Turn  
and  
Talk**

**How can helping others make you feel good?** Talk with a partner.

Use text evidence from *Mr. Tanen's Tie Trouble* to tell your ideas. Also talk about times that you have helped others. Take turns listening and speaking. Use respectful ways to take your turn speaking.



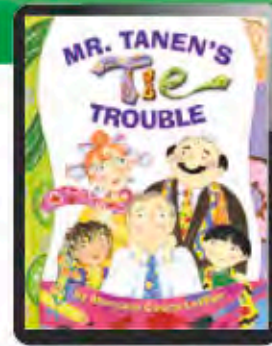
### Classroom Conversation

Now talk about these questions with the class.

- 1 What decision do the characters make that helps Mr. Tanen solve his problem?
- 2 Why do the people in the town give Mr. Tanen his ties back?
- 3 How does Mr. Tanen feel when the people in the town give him back his ties? How do you know?

## WRITE ABOUT READING

**Response** How do you think the people in the town feel about Mr. Tanen? Write a few sentences to explain your ideas. Use the words and pictures in the story as text evidence to support your opinion.



### Writing Tip

Remember to start each proper noun with a capital letter.



**RL.2.1** ask and answer questions to demonstrate understanding of key details; **RL.2.3** describe how characters respond to events and challenges; **W.2.1** write opinion pieces; **SL.2.1a** follow rules for discussions; **SL.2.4** tell a story or recount an experience with facts and details, speaking audibly in sentences

## Lesson 16

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic.

### ✓ TEXT FOCUS

A **caption** tells more about a photo.

**COMMON CORE** **RI.2.5** know and use text features to locate facts or information; **RI.2.10** read and comprehend informational texts



# The Jefferson Daily News

November 5

## Club Helps in Many Ways

by Ben Watts

The Helping Hands Club is one of the best clubs at Jefferson Elementary School. The children in this club volunteer their time to help other people and the community. Last month they gathered items to recycle from home and school. Many items, such as water bottles and juice containers, were placed in recycle bins. Some other items were used in the art classroom.

The club's sponsor, Mrs. Waters, was proud of all who helped. "Students created beautiful artwork from cloth and paper scraps. The club's hard work gave these items a new purpose," she said.



Art made from scraps



The Helping Hands Club has done many more things to help the community. They cleaned up the park and playground and collected food for the food bank. They had a bake sale to raise money for the animal shelter. Club members even decorated posters for bike safety week.

Malik is one of the members of the club. He told how the club helped someone he knew. "The Helping Hands Club helped my neighbor, Mrs. Dodge," he said. "She is 80 years old and lives alone. Our parents brought her hot food, and we pulled weeds in her yard. She was so happy and thankful, and she gave us all lemonade. Helping her made me feel happy, too!"

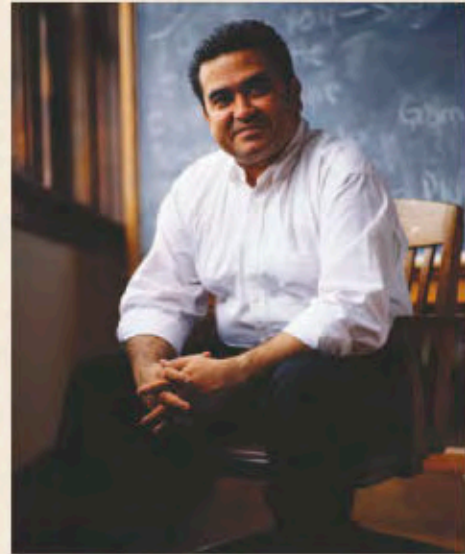


**The club holds a bake sale to help animals.**



**The club helps to clean up the park.**

The Helping Hands Club would like to invite you to a meeting. You can find out what the club is all about and how you can participate. You can even share your own ideas! "This club helps in many ways," said Principal Ramirez. "It is a great club to join!"



Principal Ramirez tells about the club.

**What:**

*Helping Hands Club Meeting*

**When:**

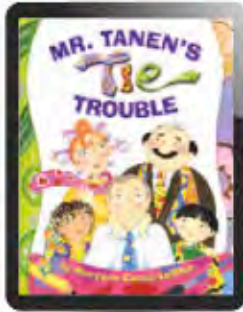
*December 1*

**Time:**

*3:30 p.m.*

**Where:**

*Mrs. Waters's classroom,  
Room 107*



# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** Imagine that Mr. Tanen is the principal at Jefferson Elementary School. Would he think that the Helping Hands Club is a good club to join? Explain your thoughts to a partner. Use text evidence from both selections to help you answer.



## TEXT TO SELF

**Write a Description** Which of Mr. Tanen's ties do you like the best? Write a few sentences describing the tie you like. Then tell when a person might wear the tie.



## TEXT TO WORLD

**Connect to Science** Think about what you might see, hear, or feel at Mr. Tanen's playground. Write a poem about it. Use describing words.

Mr. Tanen's  
Playground



**RL.2.1** ask and answer questions to demonstrate understanding of key details; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **W.2.8** recall information from experiences or gather information to answer a question

# Grammar



**Pronouns** A **pronoun** can take the place of a noun. To replace a **noun** that is the subject of a sentence, use the pronoun *I, he, she, it, we, or they*. To replace a noun that comes after a **verb**, use the pronoun *me, him, her, it, us, or them*. **Reflexive pronouns**, such as *myself, himself, herself, themselves, and ourselves*, are also used after verbs.

Nouns	Pronouns
The <u>children</u> want a new playground.	<u>They</u> want a new playground.
<u>Mr. Tanen</u> likes ties.	<u>He</u> likes ties.
My mother helped the <u>principal</u> .	My mother helped <u>him</u> .
Our family bought ties for <u>our family</u> .	Our family bought ties for <u>ourselves</u> .

## Try This!

Name the pronouns that can replace the underlined words. Then rewrite the sentences using the pronouns.

- Lou and Kim sat on the swings.
- I like the slide.
- My brother plays by my brother in the sand.

When you write, try not to use the same nouns over and over again. Use pronouns or reflexive pronouns to take the place of repeated nouns. This will make your writing better.



### Sentences with Repeated Subjects

The two girls counted the money. The two girls hoped they had raised enough.

### Better Sentences

The two girls counted the money. They hoped they had raised enough.




## Connect Grammar to Writing

When you revise your story paragraph, look for repeated nouns. Use pronouns to take their place.



# Narrative Writing

 **Ideas** Use details when you write a **story**. Details will help your reader picture what the story is about.

Ahmed drafted a story paragraph about a little boy who helped his mother. Later, he added some details to make his story more interesting.



## Writing Traits Checklist

 **Ideas**

Did I add details to tell the reader more?

 **Organization**

Did I include a beginning, a middle, and an end?

 **Word Choice**

Do my words tell what the characters are feeling?

 **Conventions**

Did I think about spelling patterns to help spell words?

## Revised Draft

Omar wanted to help his  
She had been sick for a week.  
mother. ^ He came home early  
playing with his friends in  
one day from ^ the park. His  
kitchen  
mother was sitting at the table.  
^  
He wanted to do something to  
help. First, he began to rinse  
the dishes.

## Final Copy

# Omar's Gift

by Ahmed Hakin

Omar wanted to help his mother. She had been sick for a week. He came home early one day from playing with his friends in the park. His mother was sitting at the kitchen table. He wanted to do something to help. First, he began to rinse the dishes. After that, he put them in the dishwasher. His mother looked at him and said, "You are a good son, Omar." She smiled at him. Omar knew that he had just given his mother a gift. It was a gift that made them both happy.

### Reading as a Writer

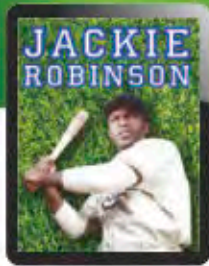
How do the details that Ahmed added tell his readers more?  
Where can you add details to your story?

I added details to my final paper to make it more interesting.



# Lesson

# 17



## TARGET VOCABULARY

**practice**

**hurried**

**position**

**roared**

**extra**

**curb**

**cheered**

**final**

### Vocabulary Reader



### Context Cards



COMMON CORE

**L.2.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a Vocabulary word.

1

## practice

If you **practice** hitting the baseball every day, your hitting will get better.



2

## hurried

The soccer player **hurried** to stop the ball. He moved fast.





3

**position**

The batter is in **position** to hit the baseball.



4

**roared**

The crowd **roared** loudly as the player caught the ball.



5

**extra**

The **extra** players for the football team sat on the bench.



6

**curb**

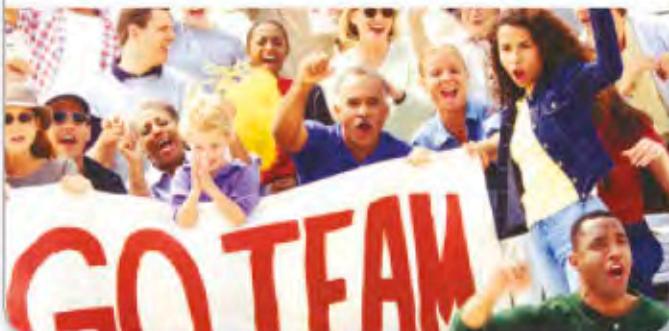
After skating, the girl rested on the **curb** outside her house.



7

**cheered**

The audience clapped and **cheered** as the player scored a goal.



8

**final**

When the game ended, the **final** score was four to two.



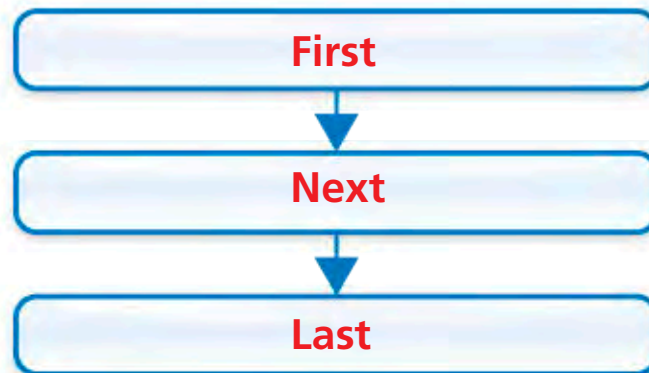


# Read and Comprehend



## ✓ TARGET SKILL

**Sequence of Events** In *Luke Goes to Bat*, the author tells about Luke and the things that happen to him one summer. The order in which events happen is called the **sequence of events**. Putting these events in order in a chart like the one below can help you understand the story.



## ✓ TARGET STRATEGY

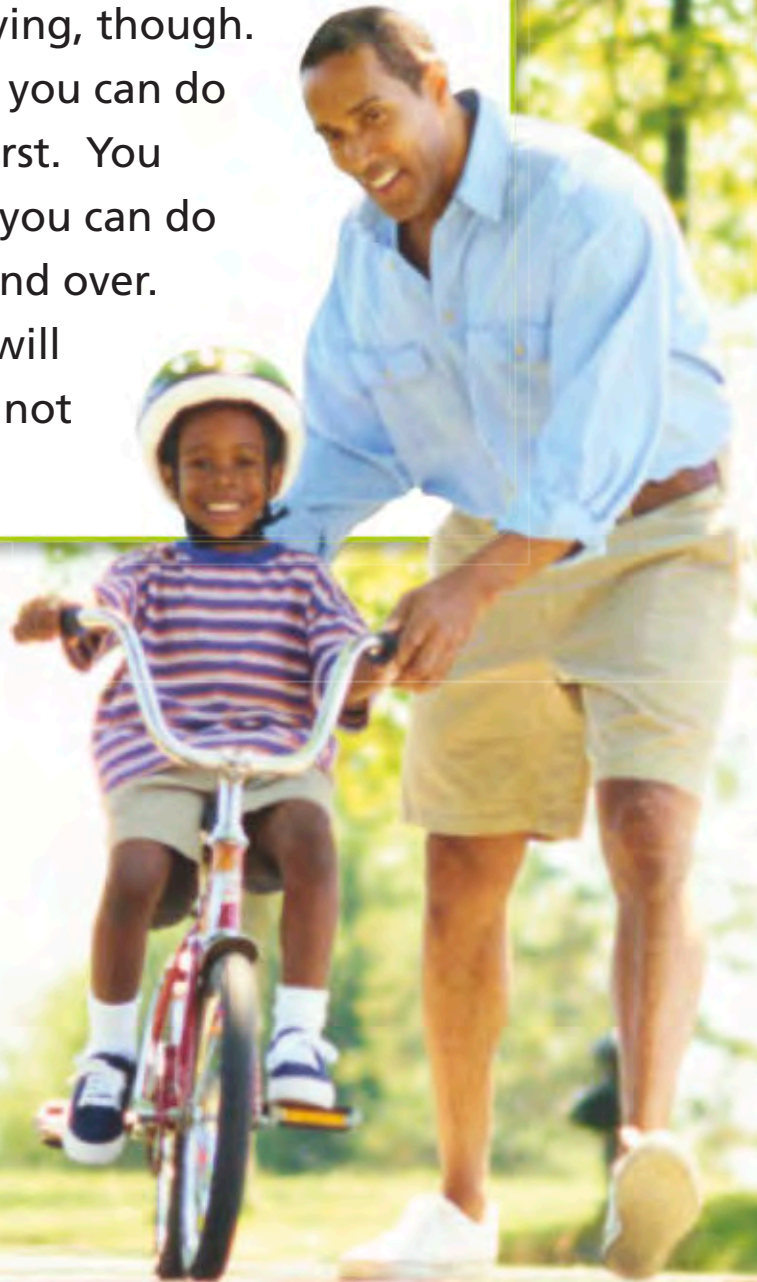
**Visualize** As you read, use text evidence to picture what is happening. This will help you understand and remember important ideas and details.

## PREVIEW THE TOPIC

### Never Give Up

What happens when you learn something new? Sometimes doing something new is hard at first. You should keep trying, though. Think about the things that you can do now that were difficult at first. You learned many of the things you can do today by doing them over and over.

In *Luke Goes to Bat*, you will read about a boy who does not give up.



# ANCHOR TEXT



## ✓ TARGET SKILL

### Sequence of Events

Tell the order in which things happen.

↓
↓

## ✓ GENRE

**Realistic fiction** is a story that could happen in real life. As you read, look for:

- ▶ characters who act like real people
- ▶ a setting that could be a real place



**RL.2.2** recount stories and determine their message, lesson, or moral; **RL.2.10** read and comprehend literature; **L.2.3a** compare formal and informal uses of English

## MEET THE AUTHOR AND ILLUSTRATOR

# Rachel Isadora



Rachel Isadora grew up wanting to be a ballerina. She was so shy that she wouldn't dance in front of her class until she had practiced the steps in an empty room. Later, she injured her foot and couldn't dance anymore.

She decided to become an artist instead. Today, Ms. Isadora writes and illustrates children's books about ballet, music, and baseball.

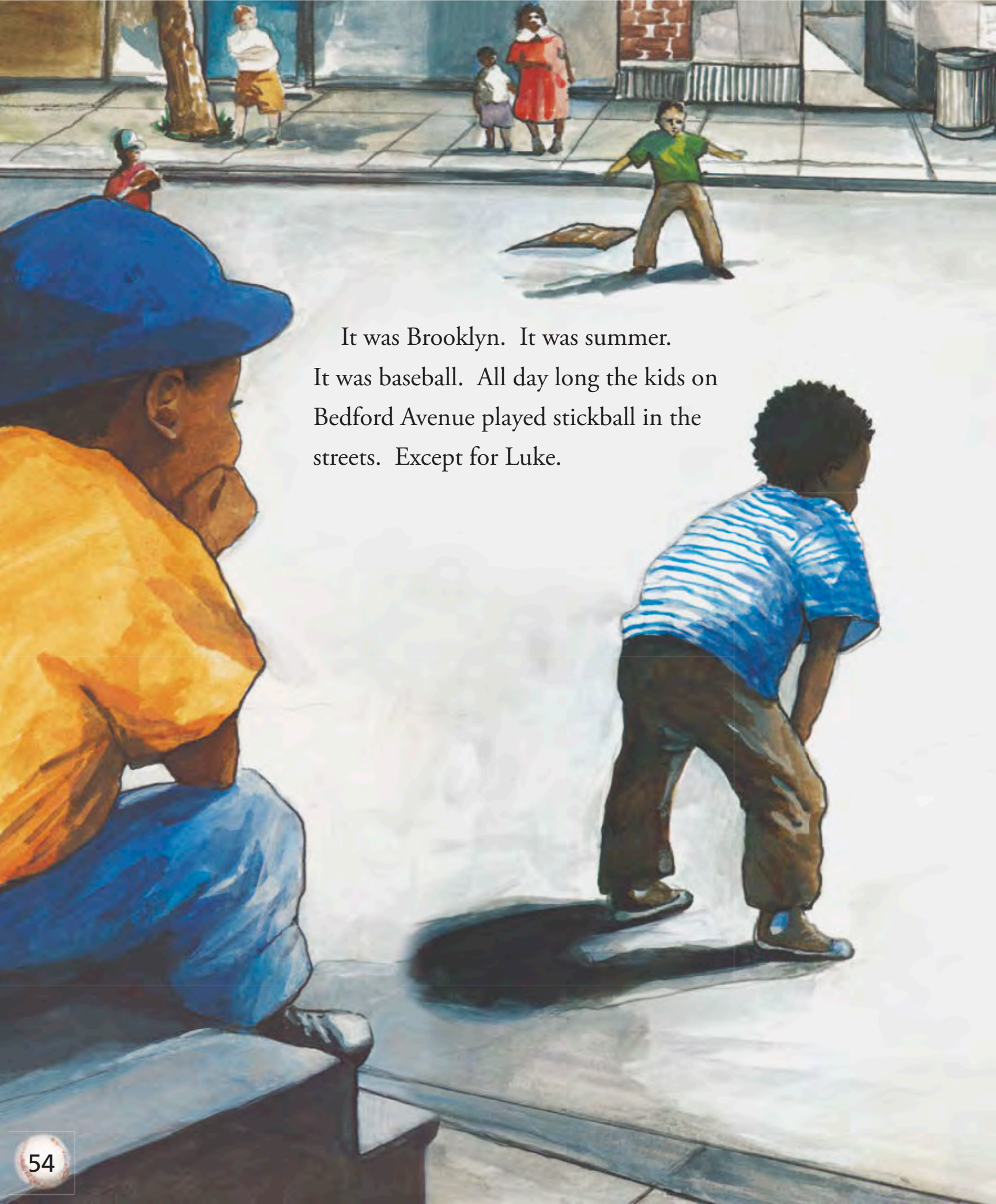


# LUKE GOES TO BAT

by Rachel Isadora

## ESSENTIAL QUESTION

Why is it important to keep trying even if something is difficult to do?



It was Brooklyn. It was summer.  
It was baseball. All day long the kids on  
Bedford Avenue played stickball in the  
streets. Except for Luke.



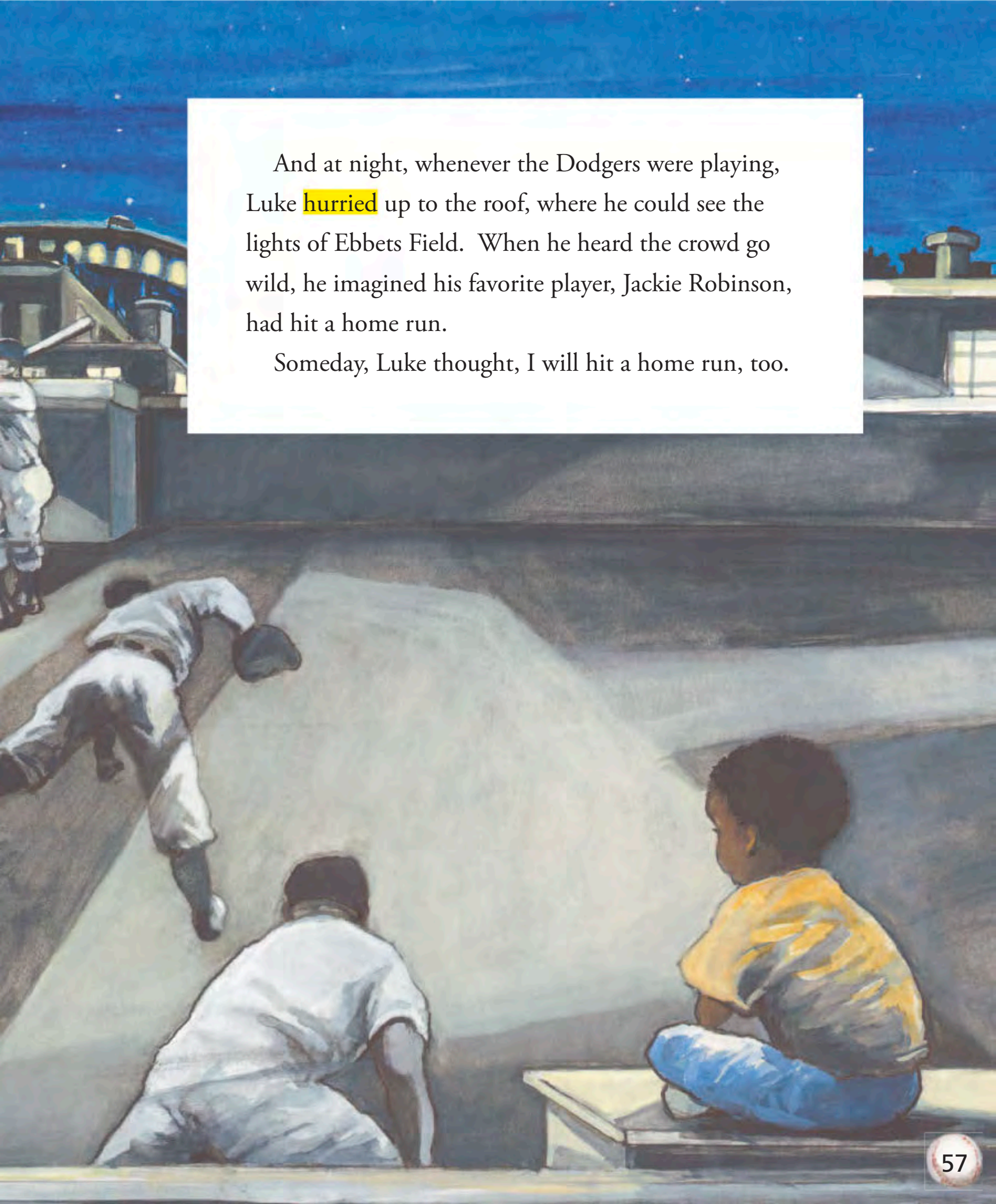
“When you’re older,” his big brother, Nicky, told him.  
“He’s just a squirt,” one of the other kids said, laughing.  
So Luke watched the games from the **curb**, and then  
he’d **practice**.

He threw a ball against the wall next to the deli. He  
practiced his swing over and over again. He ran as fast as  
he could up and down the block.

He wanted to be ready when it was time.





An illustration of a baseball game at night, viewed from a rooftop. In the foreground, a young boy with dark skin, wearing a yellow and blue shirt and blue pants, sits on a ledge, looking towards the field. In the middle ground, a baseball player in a white uniform is sliding into a base. Another player in a white uniform is visible in the background on the left. The field is illuminated by stadium lights, and the sky is dark blue with stars. The scene is framed by a white text box at the top.

And at night, whenever the Dodgers were playing, Luke hurried up to the roof, where he could see the lights of Ebbets Field. When he heard the crowd go wild, he imagined his favorite player, Jackie Robinson, had hit a home run.

Someday, Luke thought, I will hit a home run, too.

Finally, one morning, the team was short a player.

“Franky had to go to his aunt’s!”

“Who we gonna get?”

“Hey,” said Luke, “what about me?”

Everyone was quiet.

“Aw, come on,” said his brother.

“Give him a chance.”

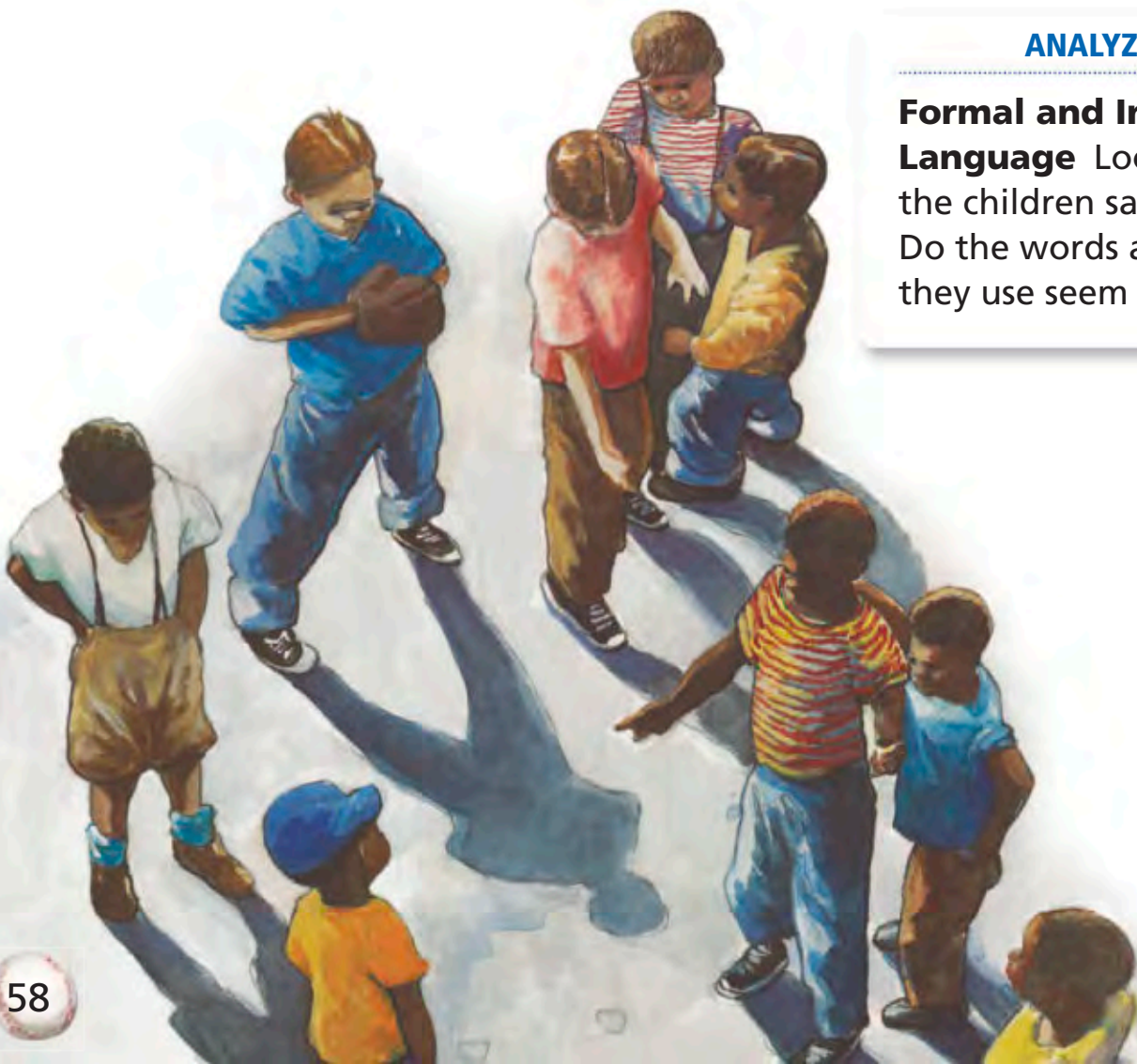
“We got nobody else.”

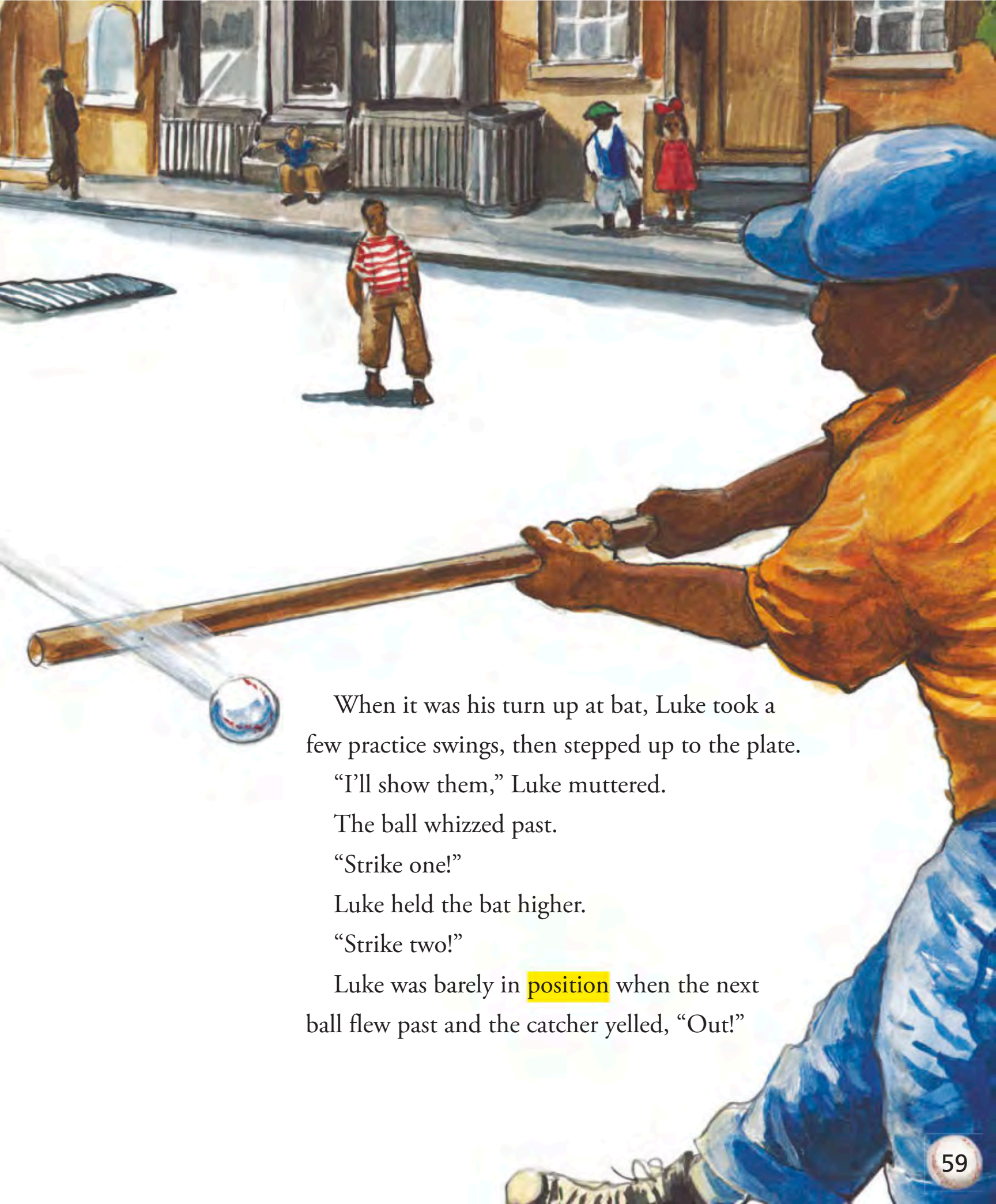
“He better not mess up.”

They put him in left field. No balls came his way,  
so he just stood there.

#### ANALYZE THE TEXT

**Formal and Informal Language** Look back at what the children say to each other. Do the words and phrases that they use seem real? Explain.





When it was his turn up at bat, Luke took a few practice swings, then stepped up to the plate.

“I’ll show them,” Luke muttered.

The ball whizzed past.

“Strike one!”

Luke held the bat higher.

“Strike two!”

Luke was barely in **position** when the next ball flew past and the catcher yelled, “Out!”



“You stink,” Luke heard.

He got up to bat one more time but struck out again.

“Sometimes it just goes that way,” his brother told him.

Franky came back in the afternoon, so Luke spent the rest of the day on the curb. He was sure they’d never let him play again.

Grandma was in the kitchen when he got home.

“I finally got a chance to play with the team,” Luke told her.

Grandma could tell that the game hadn’t gone well. “Not everyone plays like Jackie Robinson all the time,” she said. “Not even Jackie Robinson.”

Luke didn’t smile.

“By the way,” Grandma said, “are you doing anything tomorrow night?”

Luke shrugged.

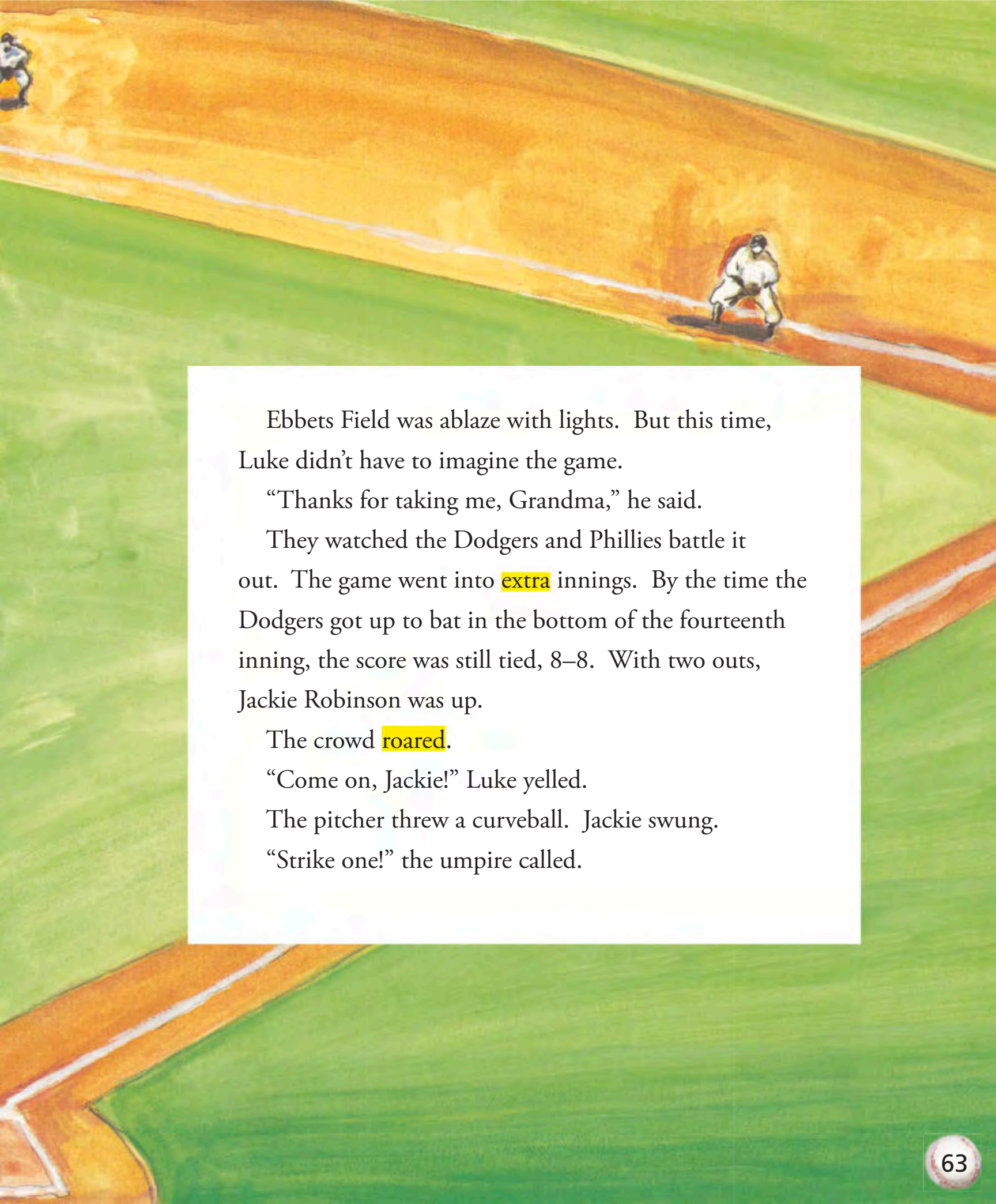
“Well, if you’re so busy, someone else will have to go with me to the game at Ebbets Field.”

“What? You mean a real game?”

Grandma held up two tickets.







Ebbets Field was ablaze with lights. But this time, Luke didn't have to imagine the game.

"Thanks for taking me, Grandma," he said.

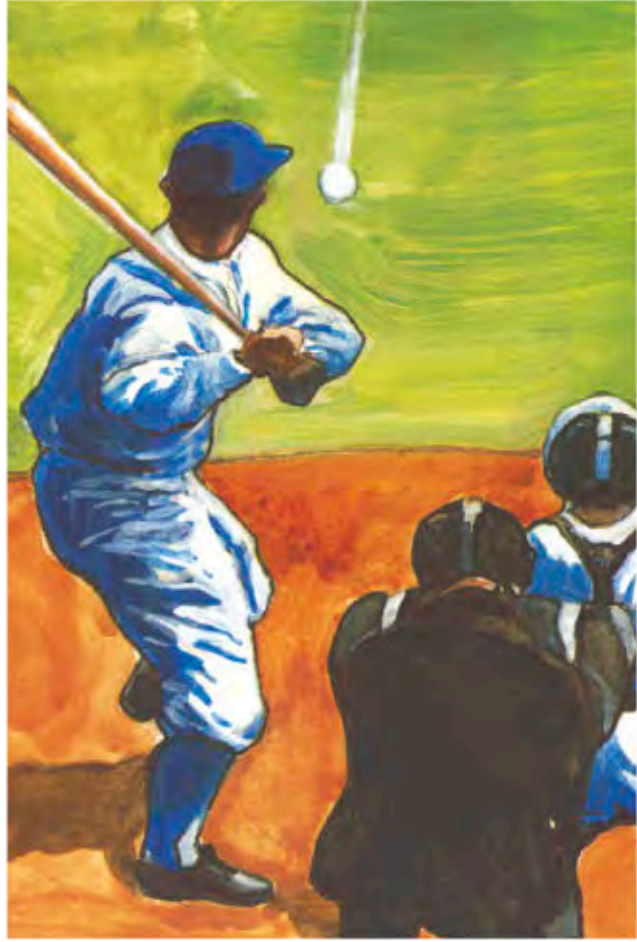
They watched the Dodgers and Phillies battle it out. The game went into **extra** innings. By the time the Dodgers got up to bat in the bottom of the fourteenth inning, the score was still tied, 8–8. With two outs, Jackie Robinson was up.

The crowd **roared**.

"Come on, Jackie!" Luke yelled.

The pitcher threw a curveball. Jackie swung.

"Strike one!" the umpire called.



The pitcher wound up. He threw a fastball and Jackie missed.

“Strike two!”

Three balls followed.

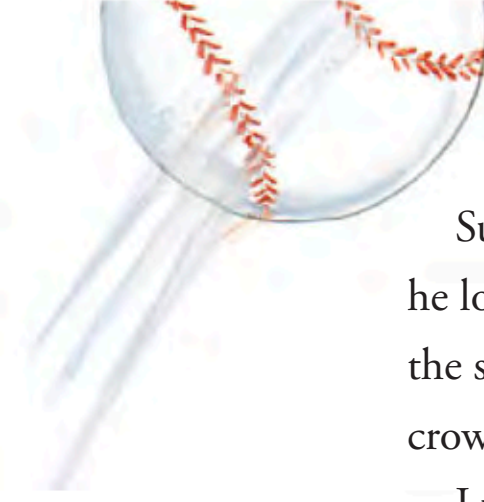
All eyes at Ebbets Field rested on Jackie. The Dodgers could still win.

Luke shouted with the crowd. “Give it to ’em, Jackie! You show ’em!”

Jackie looked around from under his cap, then dug his feet into the dirt.

The pitcher began his windup. “You can do it, Jackie,” Luke whispered. “You can do it.”



A baseball is shown in the upper left corner, appearing to be in motion with motion lines trailing behind it. The baseball is white with red stitching.

Suddenly, Luke heard the loud crack of a bat. When he looked up, the ball was flying over his head, flying over the scoreboard, flying over the walls of Ebbets Field! The crowd went wild!

Luke stood up on his seat and **cheered**, “You showed ’em, Jackie!”

“What a game!” Grandma said. “See, you can’t give up. Even Jackie Robinson’s got to keep trying.”

Luke didn’t answer.







When Luke got home, he ran up to the roof. The lights were going out at Ebbets Field.

“Come on down! It’s bedtime!” Nicky called.

Just then, Luke saw a ball lying on the ground.

“Look!” he said, picking it up. “This is the home run ball that Jackie Robinson hit tonight!”

“Naw. That’s just some old ball a kid hit up on the roof,” Nick said, laughing, as he went downstairs.



A painting of a baseball dugout. Several players in white uniforms and blue caps are visible. One player in the foreground is looking towards the right. The background is dark and textured, suggesting the interior of a dugout.

And that's when Luke saw him. It was Jackie Robinson himself.

"I hit that one for you, kid."

Before Luke could say a word, Jackie ran to the dugout to join the other Dodgers. But he looked back one more time.

“Hey, kid,” he said. “Your grandma was right. You can’t give up.”

“Thanks, Mr. Robinson.”

The **final** lights went out at Ebbets Field. Luke looked down at the winning ball and smiled.

“I won’t,” he whispered to himself.











And he didn't.

#### **ANALYZE THE TEXT**

**Sequence of Events** Think about the story's events. What lesson does Luke learn?



# Dig Deeper

## How to Analyze the Text

Use these pages to learn about Sequence of Events and Formal and Informal Language. Then read *Luke Goes to Bat* again. Use what you learn to understand it better.

### Sequence of Events

*Luke Goes to Bat* is about events that happen to a boy named Luke. The events in the story happen in order. Knowing the **sequence of events** can help you understand the story.

As you read, think about what happens and what the characters learn from the events. Then think about the lesson that you can learn. You can use a chart like the one below to show the order of events.



RL.2.2 recount stories and determine their message, lesson, or moral; L.2.3a compare formal and informal uses of English

## Formal and Informal Language

Authors write **dialogue** to show what characters say. Sometimes the way a character speaks is **formal**, or follows correct grammar rules. Sometimes it is **informal**, or more relaxed. In *Luke Goes to Bat*, the boys sometimes use informal language as they talk to each other. An author uses formal and informal language to make what the characters say seem real.



## WRITE ABOUT READING

**Response** Look back at pages 66–71. How do the pictures show you what is real and what Luke is imagining? Does this help you understand the story? Write a paragraph to explain what you think.



### Writing Tip

Remember that a pronoun can take the place of a noun. Use a pronoun instead of using the same noun over and over.



**RL.2.2** recount stories and determine their message, lesson, or moral; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **W.2.1** write opinion pieces; **SL.2.1a** follow rules for discussions; **SL.2.1c** ask for clarification and explanation about topics and texts under discussion

## WRITE ABOUT READING

**Response** Look back at pages 66–71. How do the pictures show you what is real and what Luke is imagining? Does this help you understand the story? Write a paragraph to explain what you think.



### Writing Tip

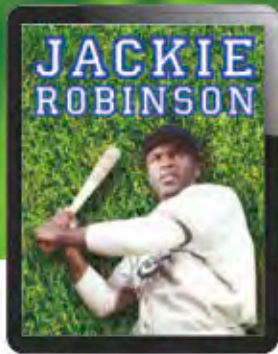
Remember that a pronoun can take the place of a noun. Use a pronoun instead of using the same noun over and over.



**LACC.2.RL.1.2** recount stories and determine their message, lesson, or moral; **LACC.2.RL.3.7** use information from illustrations and words to demonstrate understanding of characters, setting, and plot; **LACC.2.W.1.1** write opinion pieces; **LACC.2.SL.1.1.a** follow rules for discussions; **LACC.2.SL.1.1.c** ask for clarification and explanation about topics and texts under discussion

# Lesson 17

## INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic. This is a website.

### ✓ TEXT FOCUS

A **website** is an online collection of pages about a topic. As you read, pay attention to how the website looks. Which parts would help you move to another part of the website?



**RI.2.5** know and use text features to locate facts or information; **RI.2.10** read and comprehend informational texts



# JACKIE ROBINSON

## Young Jackie

Jackie Roosevelt Robinson was born on January 3, 1919, in Cairo, Georgia. He and his family soon moved to Pasadena, California.

Jackie was good at sports, even as a young boy. He loved to run, play, and have fun with his friends.

Jackie was the youngest child in a family of athletes.

## Jackie Grows Up

In high school and college, Jackie didn't sit on the curb and watch others play sports. He would practice a lot. Jackie was good at football, baseball, basketball, and track. Fans cheered for him when he played.

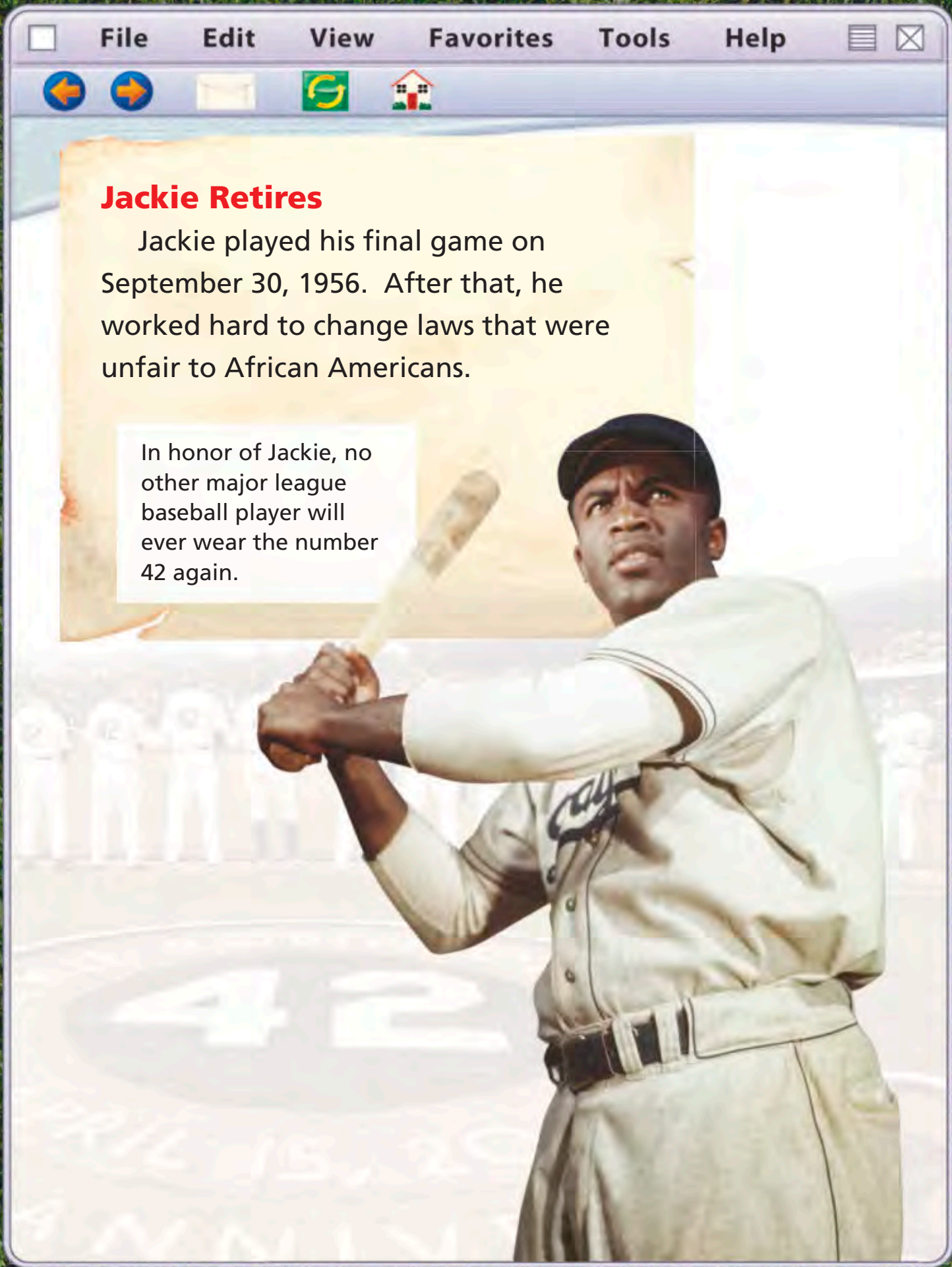
## Into the Major League

In 1947, Jackie became the first African American to play Major League Baseball. Before that time, African Americans were not allowed to play in the major leagues.

Jackie played for the Brooklyn Dodgers. The position he played was second base. Fans would stay to watch him if a game went into extra innings. They roared when the team won.

Jackie was famous for stealing bases. In this photo, he hurried to get to home plate.



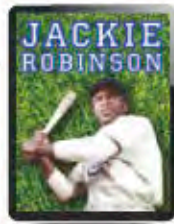


## Jackie Retires

Jackie played his final game on September 30, 1956. After that, he worked hard to change laws that were unfair to African Americans.

In honor of Jackie, no other major league baseball player will ever wear the number 42 again.

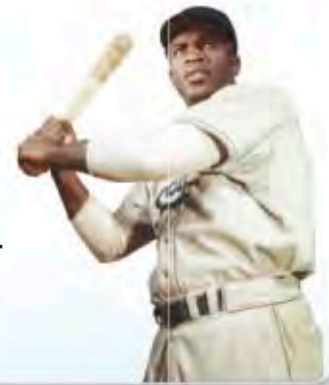




# Compare Texts

## TEXT TO TEXT

**Share Differences** Think about why the authors wrote *Luke Goes to Bat* and *Jackie Robinson*. How is the author's purpose for writing the story different from the author's purpose for making the website? Share your ideas with a partner.



## TEXT TO SELF

**Write a Story** Have you ever worked hard to get good at something the way Luke did? Write sentences about your experience.



## TEXT TO WORLD

**Connect to Technology** Luke watched baseball at Ebbets Field. How might seeing a game in person be different from seeing it on television? Share your opinion with a partner.



**RI.2.6** identify the main purpose of a text; **W.2.3** write narratives; **W.2.8** recall information from experiences or gather information to answer a question

# Grammar



**Pronouns and Verbs** A **verb** can name an action that is happening now. A **pronoun** can tell who or what is doing the action. If the pronoun *he*, *she*, or *it* comes before a verb that tells about now, add -s or -es to the verb. If the pronoun *we*, *I*, or *they* comes before a verb that tells about now, do not add -s or -es.

Add -s or -es to Verb	No Change to Verb
He hits the ball.	We hit the ball.
She catches the ball.	I catch the ball.
It breaks the window.	They break the window.

## Try This!

**Choose the correct verb to complete each sentence. Then write the sentence correctly.**

- 1 We (watch, watches) the game.
- 2 She (play, plays) well.
- 3 They (buy, buys) new bats.
- 4 It (roll, rolls) toward second base.

Edit your writing carefully. Make sure the verbs that go with the pronouns have the correct endings.



### Singular Pronoun and Verb

He looks at the ticket.  
She pitches to the batter.

### Plural Pronoun and Verb

We walk to the seats.  
They watch the game together.



## Connect Grammar to Writing

When you edit your story paragraph, be sure you have written the correct verb to go with each pronoun.

# Narrative Writing





 **Voice** Dialogue is what the characters say in a **story**.

Dialogue can show what your characters are like.

Nick drafted a story about a girl who meets a writer. Later, he added dialogue to show how his characters act and how they feel.



## Writing Traits Checklist

-  **Organization**  
Do things happen in a way that makes sense?
-  **Word Choice**  
Do the words I chose show how the characters feel?
-  **Voice**  
Did I use dialogue to tell what the characters are like?
-  **Sentence Fluency**  
Did I use different types of sentences?

## Revised Draft

"There he is!" Tonya shouted.

Today, Tonya was going to meet her hero. Shane Jonas was signing his books at the bookstore. Shane wrote stories about Tik and Tak. Tonya had read them all.

"Hi," Shane said as

Tonya and her dad walked up to the table. "What's your name?" Then he reached out to shake her hand.

# Tonya and Her Hero

by Nick Haswell

"There he is!" Tonya shouted. Today, Tonya was going to meet her hero. Shane Jonas was signing his books at the bookstore. Shane wrote stories about Tik and Tak. Tonya had read them all.

"Hi," Shane said as Tonya and her dad walked up to the table. "What's your name?" Then he reached out to shake her hand.

"I'm Tonya, and this is my dad," Tonya said. "I love your books!"

"I love to hear that," Shane replied. After that he smiled and wrote a long note in her book.

## Reading as a Writer

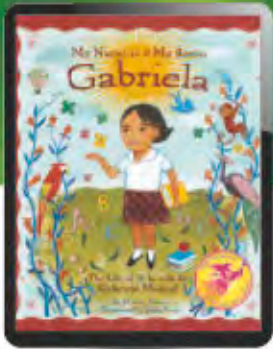
How does dialogue show more about the characters? Where can you add dialogue in your story?

I added dialogue to tell more about what my characters are like.



# Lesson

# 18



## ✓ TARGET VOCABULARY

**accepted**

**express**

**taught**

**grand**

**pretend**

**prize**

**wonder**

**fluttering**

Vocabulary  
Reader



Context  
Cards



COMMON  
CORE

**L.2.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts



# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one in the card.

1

**accepted**

The student gave the teacher an apple. She **accepted** it.



2

**express**

You can **express** your ideas by writing a story.



3

**taught**

This teacher **taught** his class a new word.



4

**grand**

A **grand** award is a top prize in a contest.



5

**pretend**

This girl is not a real doctor. She is a **pretend** doctor.



6

**prize**

The best speller received first **prize** in the spelling bee.



7

**wonder**

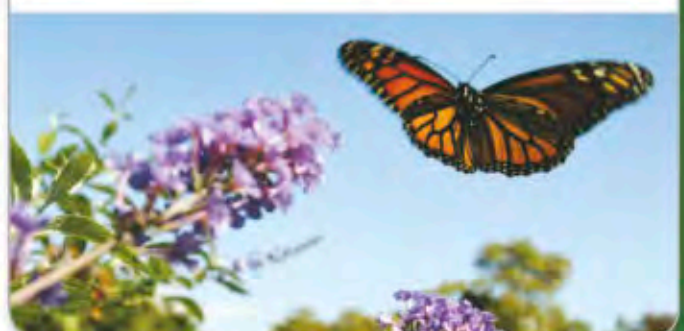
The children **wonder** when the caterpillar will become a butterfly.



8

**fluttering**

The butterfly is **fluttering** its wings as it flies. The wings move quickly.





# Read and Comprehend



## ✓ TARGET SKILL

**Understanding Characters** *My Name Is Gabriela* is a true story that tells about the poet Gabriela Mistral. Pay attention to what Gabriela says and does. Use these clues and other text evidence to understand Gabriela and why the author wrote about her. You can write details in a chart like this.

Character	Words, Thoughts, Actions	Trait

## ✓ TARGET STRATEGY

**Analyze/Evaluate** To **analyze** as you read, think about the author's words and story events. Then **evaluate**, or decide, how the words and events help you understand what is important in the text.

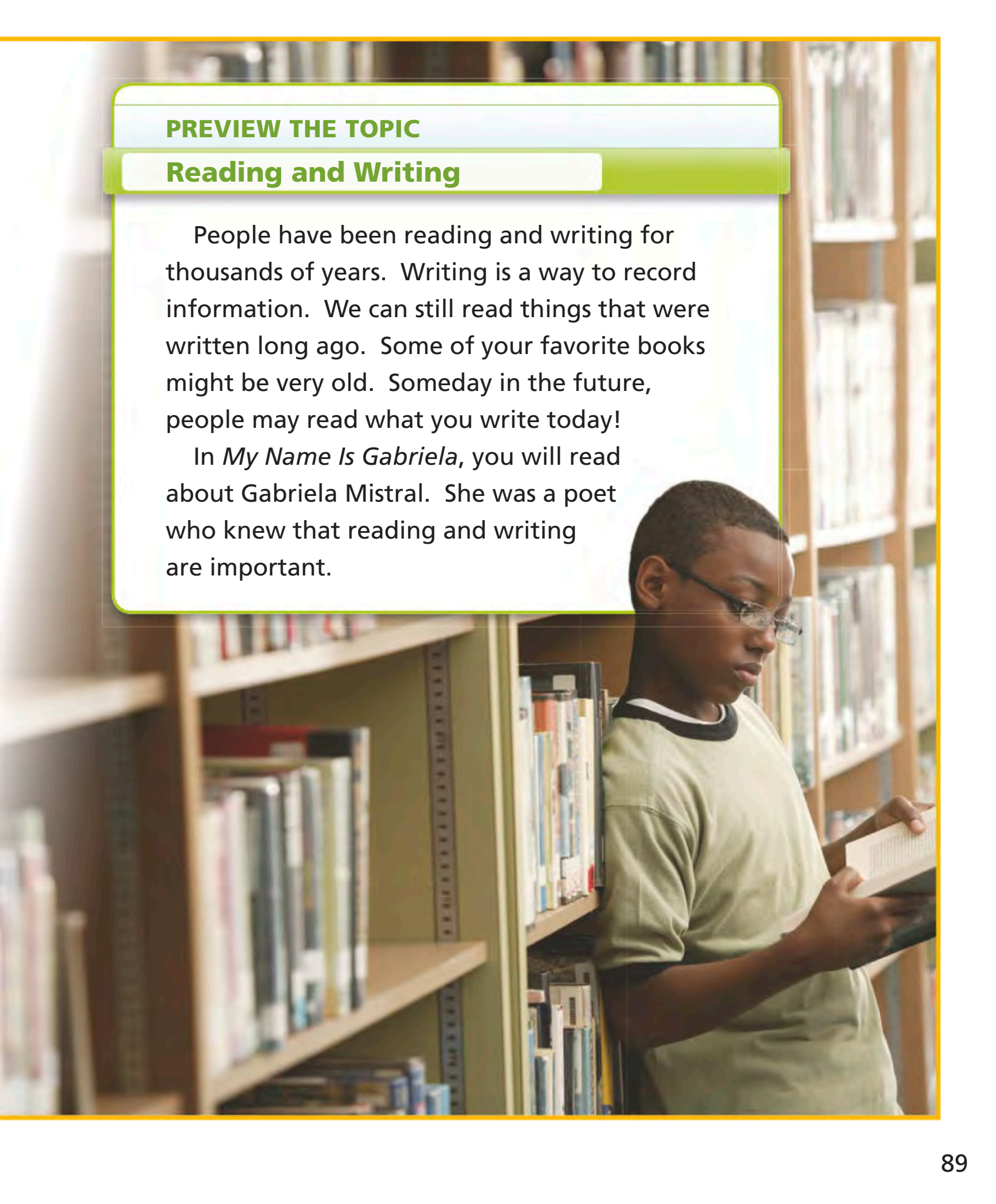


## PREVIEW THE TOPIC

### Reading and Writing

People have been reading and writing for thousands of years. Writing is a way to record information. We can still read things that were written long ago. Some of your favorite books might be very old. Someday in the future, people may read what you write today!

In *My Name Is Gabriela*, you will read about Gabriela Mistral. She was a poet who knew that reading and writing are important.



## Lesson 18

# ANCHOR TEXT



### ✓ TARGET SKILL

**Understanding Characters** Tell more about the characters.


### ✓ GENRE

A **biography** tells about events in a person's life. As you read, look for:

- ▶ information about why a person is important
- ▶ events in time order



**RI.2.6** identify the main purpose of a text;  
**RI.2.10** read and comprehend informational texts

### MEET THE AUTHOR

## Monica Brown

Monica Brown's daughters think it's pretty cool to have a mom who's an author. At book signings, "They'll walk up and announce that it was their Mommy who wrote this book," Ms. Brown says. The family lives in Arizona, not far from the Grand Canyon.



### MEET THE ILLUSTRATOR

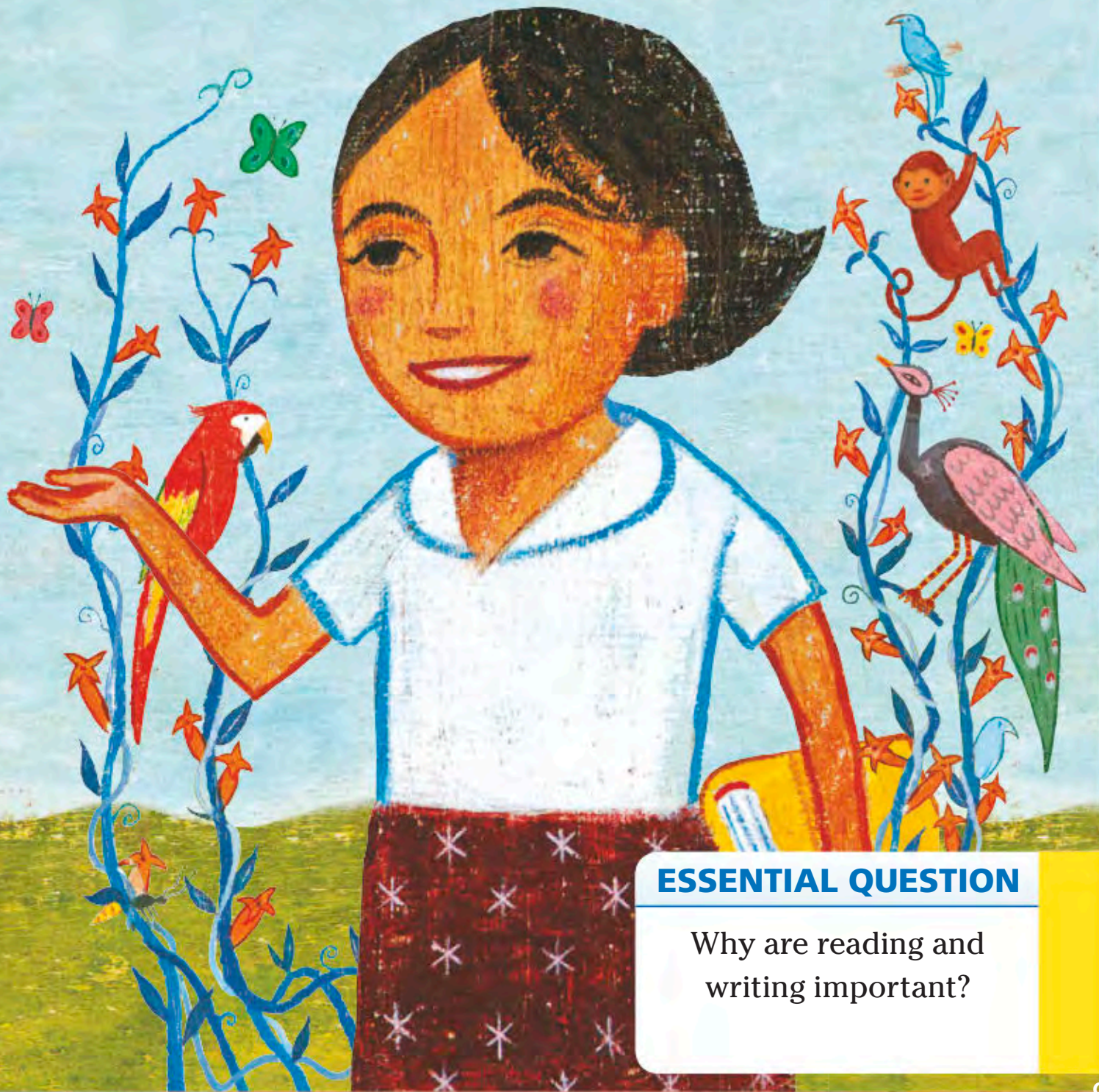
## John Parra

John Parra grew up in California in a home filled with Mexican art, food, and traditions. Today, Mr. Parra's colorful artwork can be seen in galleries, on posters and CD covers, and in the pages of children's books.



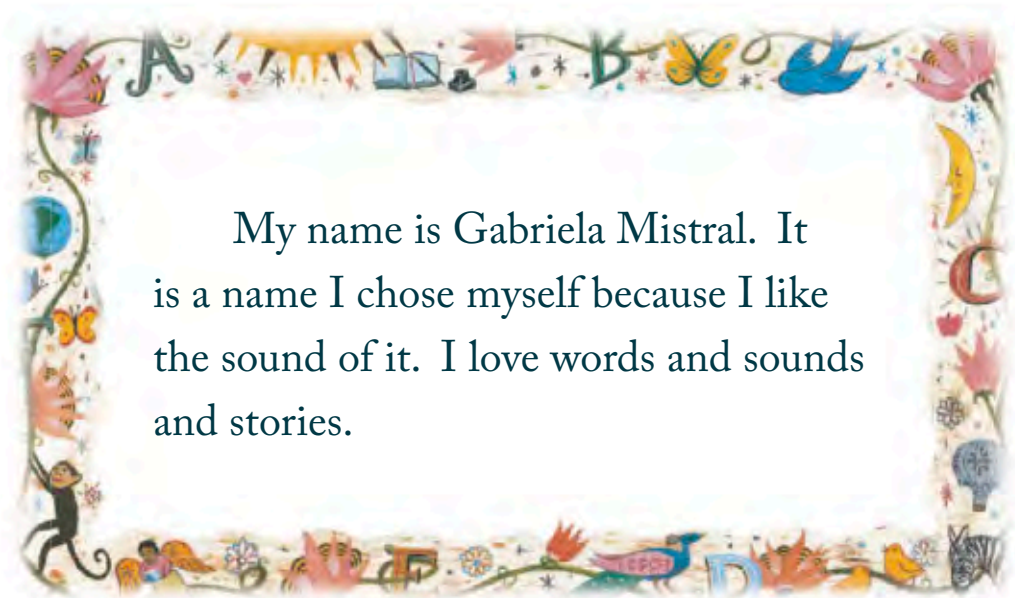
# My Name is Gabriela

by Monica Brown      illustrated by John Parra



## ESSENTIAL QUESTION

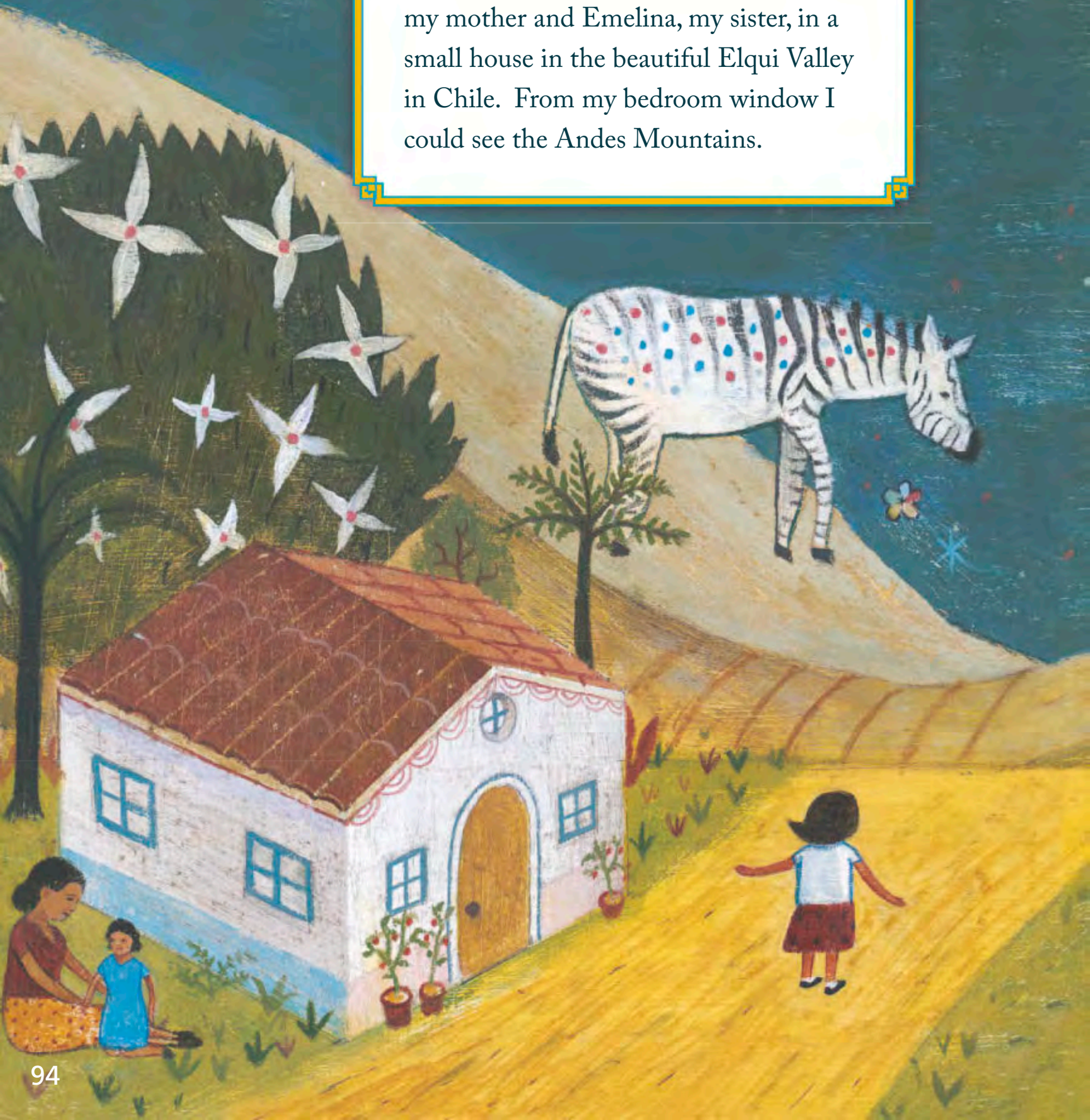
Why are reading and writing important?



My name is Gabriela Mistral. It is a name I chose myself because I like the sound of it. I love words and sounds and stories.




When I was a little girl, I lived with my mother and Emelina, my sister, in a small house in the beautiful Elqui Valley in Chile. From my bedroom window I could see the Andes Mountains.





When I couldn't sleep I would look up at the mountains and wonder what could be beyond them. Zebras with polka dots? Rainbow-colored flowers? Angels reading books?



I loved words—I liked the sounds they made rolling

off my tongue and I liked the

way they could **express** how I felt.

When I saw a butterfly **fluttering**, I noticed the way

the words **fluttering** butterfly sounded together—like a poem.



I taught myself to read so that I could read other people's words and stories. I read stories about princes and princesses, about monsters, and about birds and flowers.

### ANALYZE THE TEXT

#### Author's Word Choice

What words does the author use to tell how Gabriela feels about words?



I also liked to write poems, sing songs, and tell stories using the words that I knew. I told stories about happy times and sad times, about mothers and babies and little children.







I liked to play school with the children of my village. I pretended to be the teacher, and my friends, Sofia, Ana, and Pedro, were my pupils.

Pedro would always say that I was mean because I made him write his ABCs until he knew all the letters of the alphabet. But I told him that the alphabet is important. How else would he create words and tell his stories without it?



In our pretend class we sang songs like:

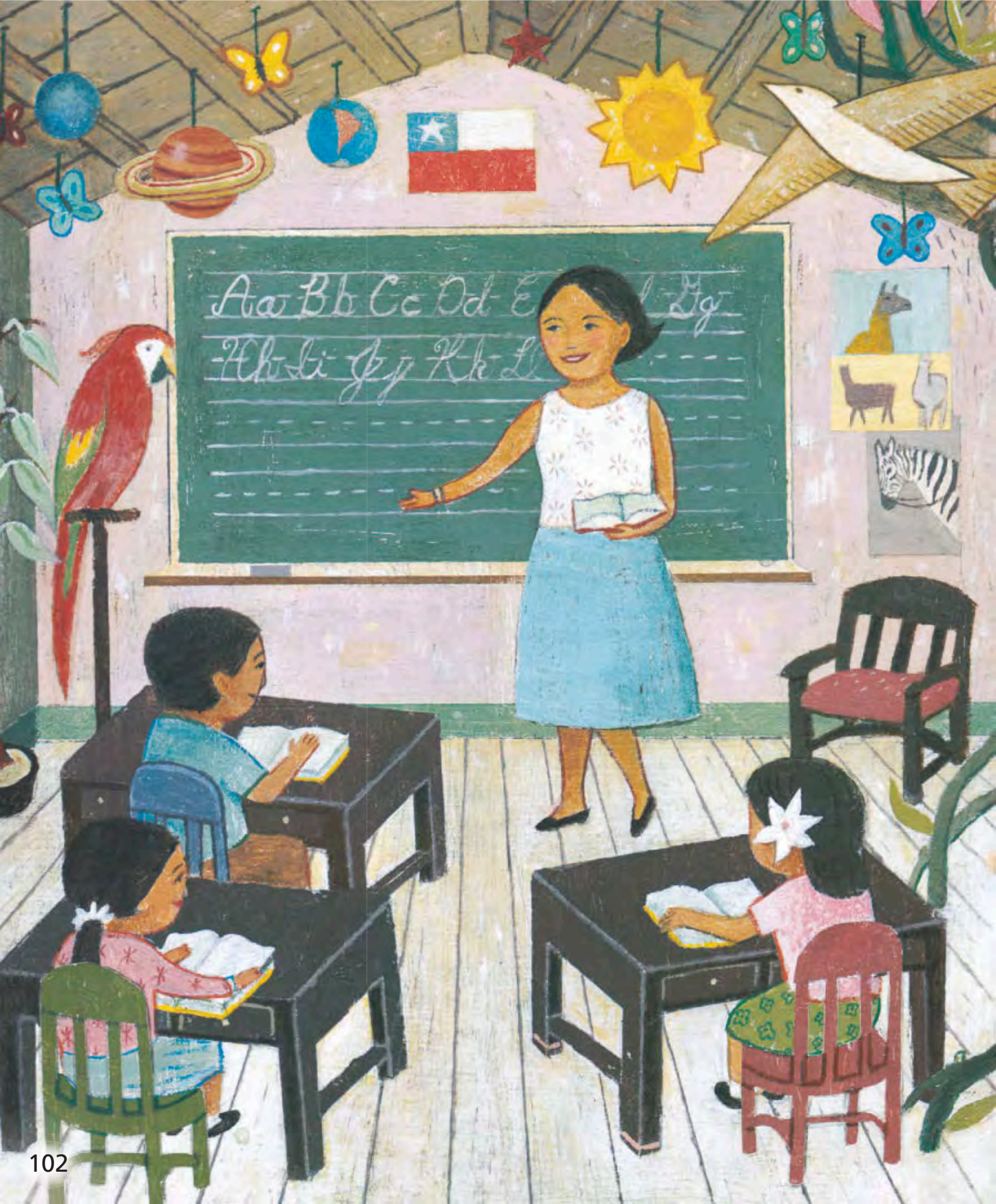
The baby chicks are saying,

Peep, peep, peep.

It means they're cold and hungry.

It means they need some sleep.

That was Sofía's favorite song. During recess we had fun, running and chasing and laughing and playing.





When I grew up I became a real teacher and writer. I taught the children of Chile, and many of my students became teachers themselves.

I still wrote poems—happy poems, sad poems, stories of mothers and children. But I also wrote poems about animals—about parrots and peacocks and even rats!

#### ANALYZE THE TEXT

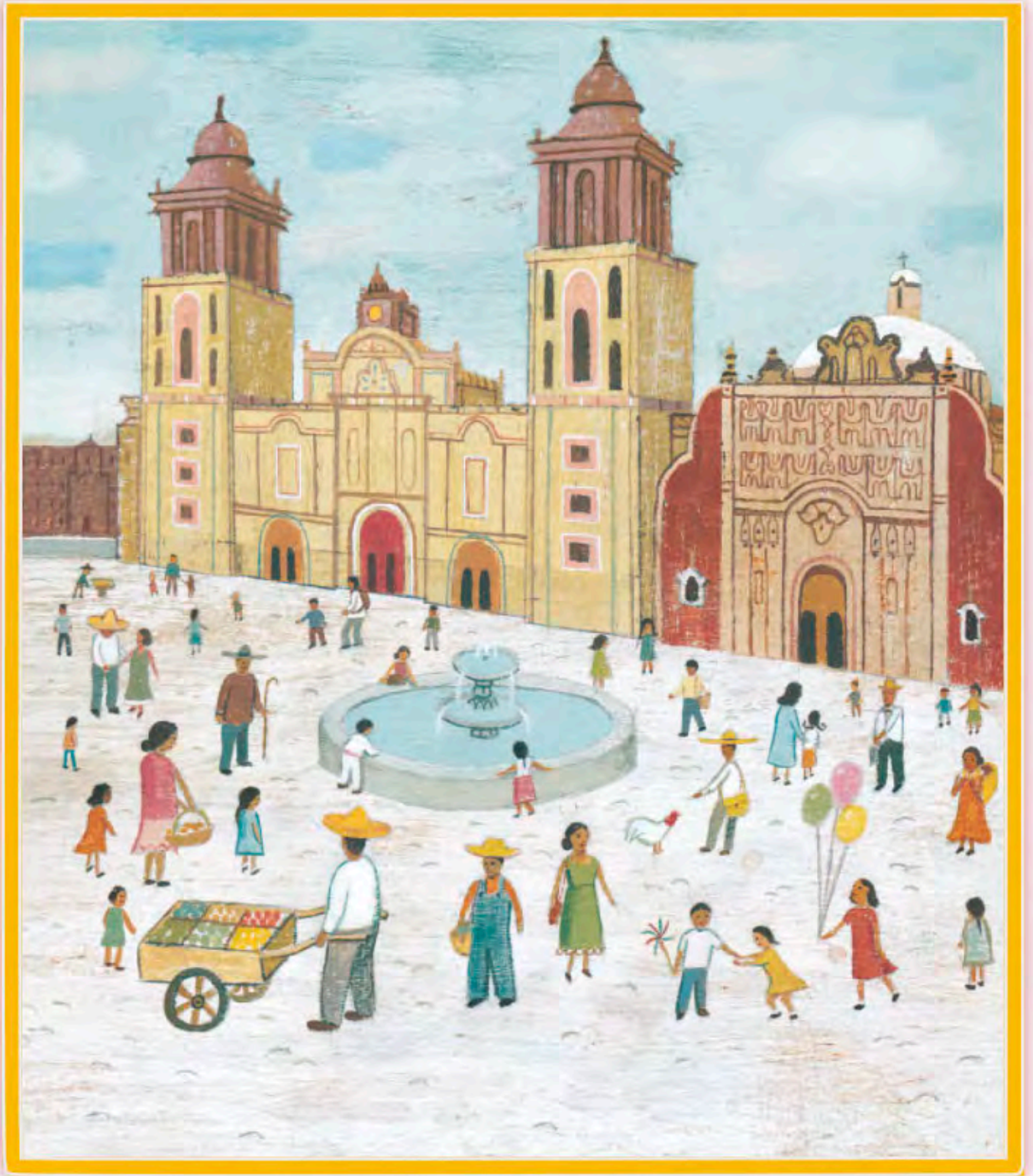
**Understanding Characters** What does the author want you to know about how Gabriela feels about teaching and learning? How do you know?



I also traveled to far away places. I never saw zebras with polka dots or rainbow-colored flowers, but I met wonderful children and their teachers.

I traveled to Europe—to France and Italy.





I traveled to Mexico.



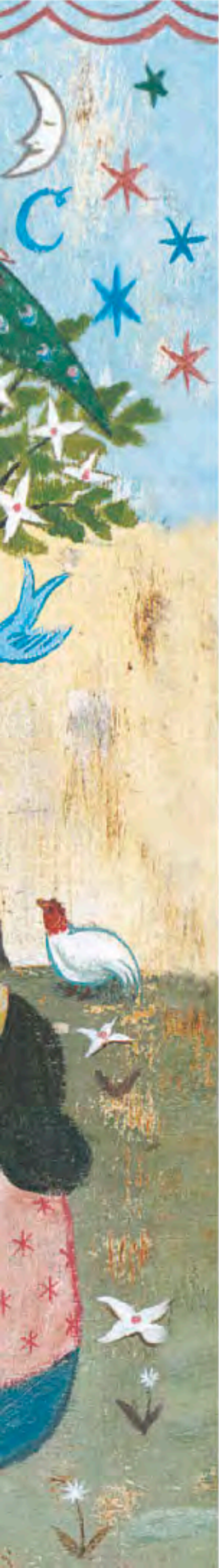
I traveled to the United States.

Everywhere I went, I wrote and taught and met teachers. I saw how all over the world, people wanted their children to learn.



My stories traveled the world with me. People liked to read my happy stories, my sad stories, my stories of women and children, my stories of parrots and peacocks, of old lions and of the fisherfolk, who slept in the sand and dreamt of the sea.





And because people from all over the world loved my stories so, I was given a very special prize—the Nobel Prize for Literature.

When I accepted the grand award, I thought of the beautiful mountains outside of my window in Chile, of my mother and sister, of the children of my village, and of all the stories that still need to be told.



# Dig Deeper

## How to Analyze the Text

Use these pages to learn about Understanding Characters and Author's Word Choice. Then read *My Name Is Gabriela* again. Use what you learn to understand it better.

### Understanding Characters

*My Name Is Gabriela* is a biography that tells about a poet named Gabriela. In a biography, the author gives details to help the reader understand what the person is like. You can use a chart like the one below to show details about Gabriela. The text evidence you write can help you figure out why she is important.

Character	Words, Thoughts, Actions	Trait



RI.2.6 identify the main purpose of a text

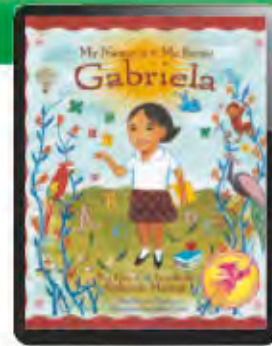
## Author's Word Choice

An author chooses strong words to help tell about places, characters, and things. Words and phrases can help the reader picture what the author is telling about. For example, an author might use the words *tiny* and *colorful* to tell about a butterfly. As you read, look for words that tell how things look, feel, and sound.



## WRITE ABOUT READING

**Response** How would you describe Gabriela? Write a paragraph telling what she is like. Use text evidence from the words and pictures to help you.



### Writing Tip

Make sure that each sentence has a verb with the correct ending to match its subject.

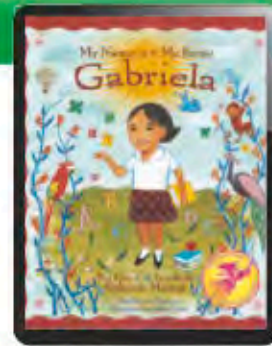


**RI.2.1** ask and answer questions to demonstrate understanding of key details; **RI.2.6** identify the main purpose of a text; **W.2.2** write informative/explanatory texts; **SL.2.3** ask and answer questions about what a speaker says



## WRITE ABOUT READING

**Response** How would you describe Gabriela? Write a paragraph telling what she is like. Use text evidence from the words and pictures to help you.



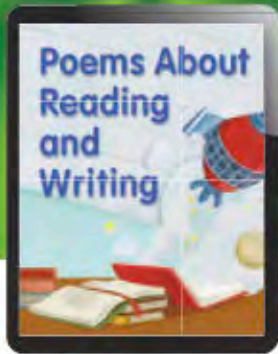
### Writing Tip

Make sure that each sentence has a verb with the correct ending to match its subject.



**LACC.2.RI.1.1** ask and answer questions to demonstrate understanding of key details; **LACC.2.RI.2.6** identify the main purpose of a text; **LACC.2.W.1.2** write informative/explanatory texts; **LACC.2.SL.1.3** ask and answer questions about what a speaker says

# POETRY



✓ **GENRE**

**Poetry** uses the sound of words to show pictures and feelings.

✓ **TEXT FOCUS**

**Rhythm** is a pattern of beats, like music. The words and phrases in poetry can give it rhythm and meaning.



**RL.2.4** describe how words and phrases supply rhythm and meaning; **RL.2.10** read and comprehend literature



# Poems About Reading and Writing

When you read a poem, do you pretend to be in the poem? When you write a poem, do you express wonder about things? These poems are about reading and writing.

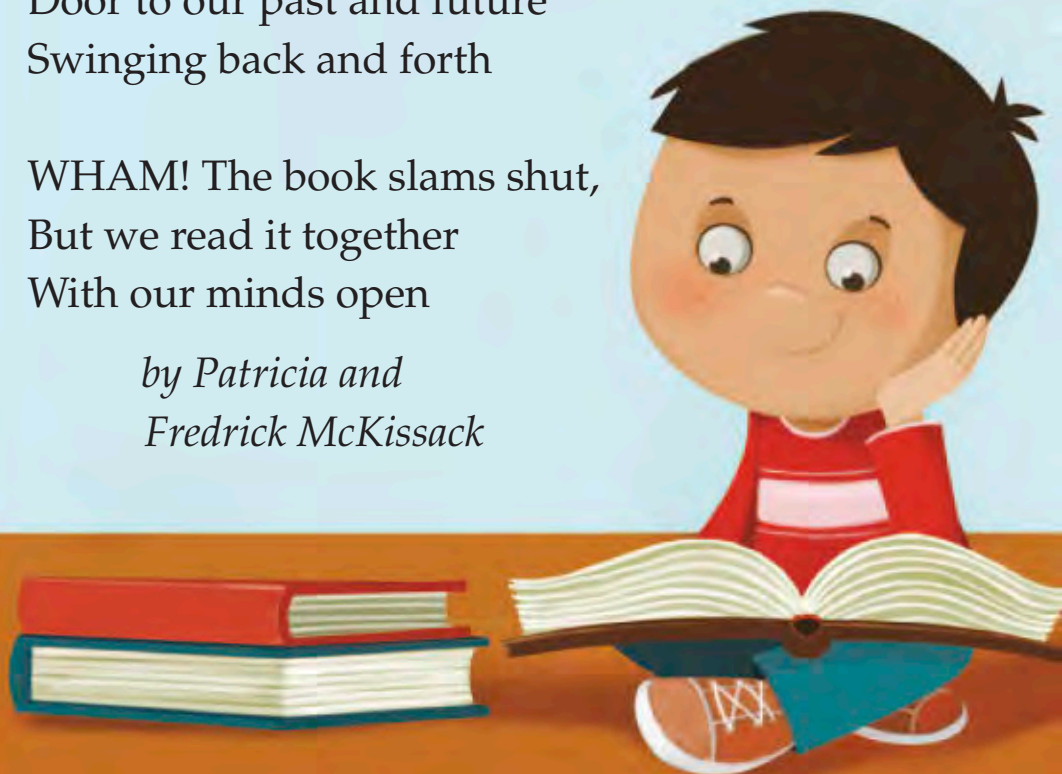
## Share the Adventure

Pages and pages  
A seesaw of ideas—  
Share the adventure

Fiction, nonfiction:  
Door to our past and future  
Swinging back and forth

WHAM! The book slams shut,  
But we read it together  
With our minds open

*by Patricia and  
Fredrick McKissack*



## The Period

Fat little period, round as a ball,  
You'd think it would roll,  
But it doesn't  
At all.  
Where it stops,  
There it plops,  
There it stubbornly stays,  
At the end of a sentence  
For days and days.

"Get out of my way!"  
Cries the sentence. "Beware!"  
But the period seems not to hear  
or to care.  
Like a stone in the road,  
It won't budge, it won't bend.  
If it spoke, it would say to a sentence,  
"The end."

*by Richard Armour*



## Keep a Poem in Your Pocket

Keep a poem in your pocket  
and a picture in your head  
and you'll never feel lonely  
at night when you're in bed.

The little poem will sing to you  
the little picture bring to you  
a dozen dreams to dance to you  
at night when you're in bed.

So—

Keep a picture in your pocket  
and a poem in your head  
and you'll never feel lonely  
at night when you're in bed.

*by Beatrice Schenk de Regniers*



### Write a Poem

Write a poem about your favorite book. Think about how you can use rhythm, rhyme, and repetition to make your poem fun to read. Share your poem with a partner. Talk about how the words add rhythm and meaning.



# Compare Texts

## TEXT TO TEXT

**Connect to Poetry** Gabriela Mistral loved to read and write. Look back at the poems you just read. Which poem do you think Gabriela would have liked the best? Write a few sentences to give your opinion. Give reasons using text evidence from *My Name Is Gabriela*.



## TEXT TO SELF

**Tell a Story** How does Gabriela help people learn? How has a teacher made a difference in your life? Tell a partner. Use facts and details to tell what happened.



## TEXT TO WORLD

**Find Facts** Gabriela grew up in Chile. Use the index of a reference book to look up information about Chile. Make two fact cards with information you learned.

Chile is over 4,000 kilometers long from north to south.



**RI.2.5** know and use text features to locate facts or information; **W.2.1** write opinion pieces; **SL.2.4** tell a story or recount an experience with facts and details, speaking audibly in sentences

# Grammar



**The Verb *be*** The **verbs** *am*, *is*, and *are* tell about something that is happening now. The verbs *was* and *were* tell about something that happened in the **past**. Use *am*, *is*, or *was* if the sentence tells about one noun. Use *are* or *were* if the sentence tells about more than one.

Now	In the Past
I <b>am</b> tired.	I <b>was</b> awake last night.
Ann <b>is</b> a teacher.	Ann <b>was</b> a teacher last year, too.
The boys <b>are</b> in Chile.	The boys <b>were</b> in Mexico last week.

## Try This!

**Choose the correct verb to complete each sentence. Then write the sentence correctly.**

- 1 Gabriela (is, are) famous.
- 2 Her students (was, were) grateful.
- 3 Her books (is, are) easy to find.
- 4 My grandfather (was, were) a big fan.

You can combine sentences that have the same subject and verb. This will make your writing smoother.

### Short, Choppy Sentences



The boy is a good reader.



The boy is a good writer.

### Smoother Sentence




The boy is a good reader and writer.



### Connect Grammar to Writing

When you revise your paragraph that describes, try combining sentences with the same subject and verb.





# Narrative Writing

 **Word Choice** You can use sense words to tell how things look, feel, smell, sound, and taste.

Alice wrote a draft of a **description**. She wanted to tell about her favorite place. Later, she added sense words to make her description come alive.



## Writing Traits Checklist

-  **Ideas**  
Did I show the reader what I mean?
-  **Organization**  
Did I start by telling what I am describing?
-  **Word Choice**  
Did I use sense words to tell more?
-  **Conventions**  
Have I combined ideas and sentences when I can?

## Revised Draft

My family goes to Long Beach almost every summer. I love it at the beach. I like walking on the <sup>soft, hot</sup> sand. I love to listen to the <sup>pounding</sup> waves hit the shore. The many smells <sup>spicy</sup> of food make me hungry. My brother usually buys me <sup>a big, cool</sup> an ice cream cone. <sup>It always tastes delicious!</sup>



## **Our Summers at Long Beach**

by Alice O'Brien

My family goes to Long Beach almost every summer. I love it at the beach. I like walking on the soft, hot sand. I love to listen to the pounding waves hit the shore. The many smells of spicy food make me hungry. My brother usually buys me a big, cool ice cream cone. It always tastes delicious!

### **Reading as a Writer**

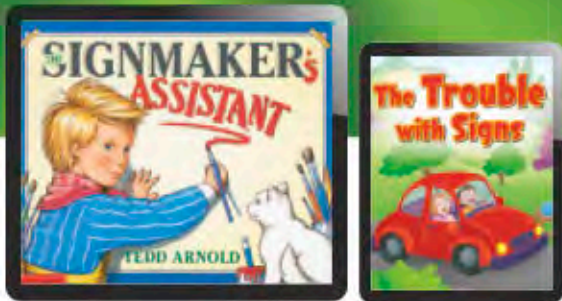
Which sense words did Alice add? What sense words can you add to your story?

I used sense words to tell the reader more about how things look, feel, smell, taste, and sound.



# Lesson

# 19



## ✓ TARGET VOCABULARY

**assistant**

**agreed**

**polite**

**failed**

**tearing**

**wisdom**

**cleared**

**trouble**

Vocabulary  
Reader



Context  
Cards



COMMON  
CORE

**L.2.6** use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

1

**assistant**

The **assistant** is helping to put up this sign.



2

**agreed**

The people **agreed** that this road needed a stop sign.



3

**polite**

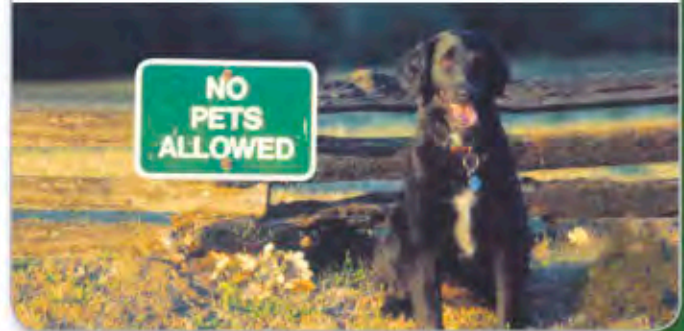
This sign reminds children to be **polite**, or nice, to others.



4

**failed**

The sign **failed** to keep the dog off the grass.



5

**tearing**

The worker is **tearing** apart this old sign.



6

**wisdom**

The words of **wisdom** on this billboard teach us to act the right way.



7

**cleared**

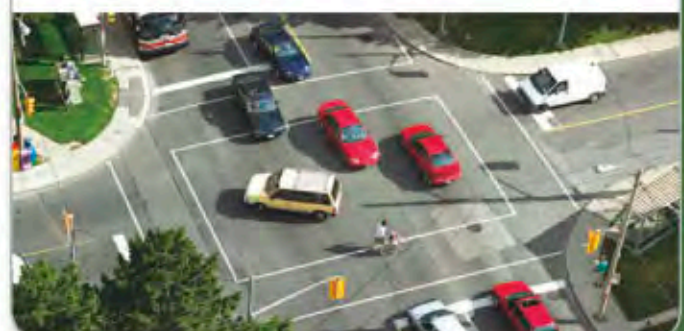
The crossing guard **cleared** the way so these children could cross.



8

**trouble**

Without signs, drivers would have **trouble** knowing when to stop.





# Read and Comprehend



## ✓ TARGET SKILL

**Text and Graphic Features** Pictures in a story are kinds of **graphic features**. These features can help readers to better understand what they read.

As you read *The Signmaker's Assistant*, look carefully at the signs in the pictures. They can help you figure out what is happening in the story. A chart like the one below can help you keep track of what the pictures tell you.

Picture	Page Number	Purpose

## ✓ TARGET STRATEGY

**Question** Ask questions about what you are reading. Look for text evidence to answer your questions.

## PREVIEW THE TOPIC

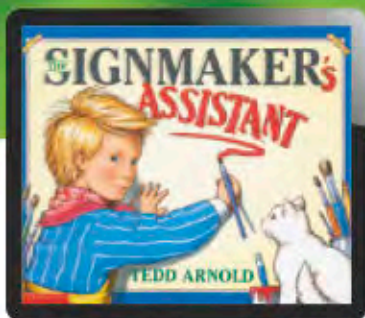
### Signs

Signs are everywhere. Signs help you find things you need, and they help you stay safe. For example, there are signs at the grocery store that help you find the food you want. Signs on the road help drivers know how to drive safely.

In *The Signmaker's Assistant*, you will read about what happens when someone changes the signs in a town.



# ANCHOR TEXT



## TARGET SKILL

**Text and Graphic Features** Tell how words work with art.



## GENRE

**Humorous fiction** is a story that is written to make the reader laugh. As you read, look for:

- ▶ characters who do or say funny things
- ▶ events that would not happen in real life



**RL.2.6** acknowledge differences in points of view of characters; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **RL.2.10** read and comprehend literature

## MEET THE AUTHOR AND ILLUSTRATOR

### Tedd Arnold

When Tedd Arnold creates an illustration, he draws a scene with a pencil first. Next, using brown and blue watercolors, he paints shadows around the edges. He then paints lots of bright colors over the shadows.

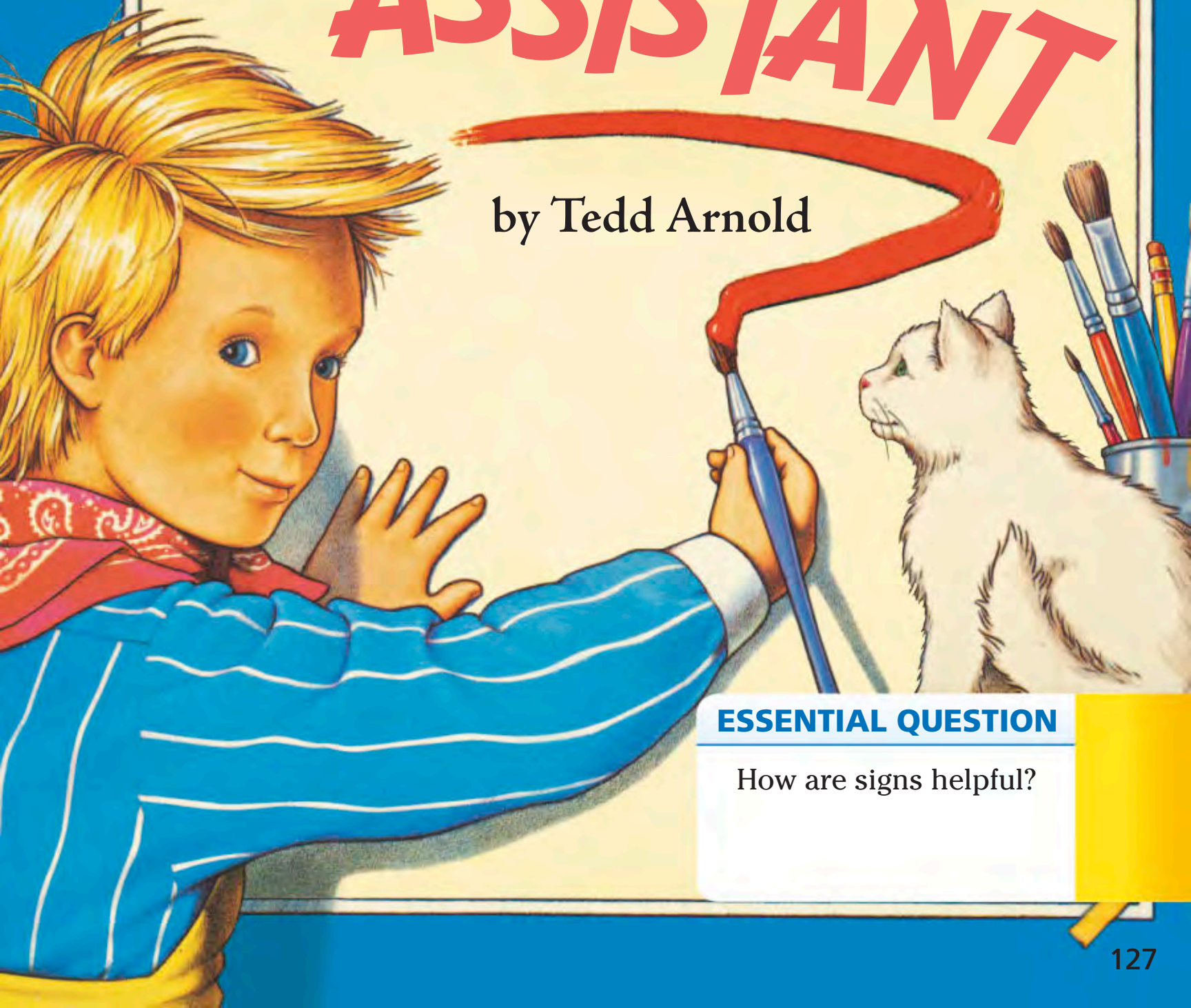


The next step is rather unusual. Mr. Arnold makes tiny scribbles all over with colored pencils and outlines everything in black. It takes him two days to make each illustration.



# THE SIGNMAKER'S ASSISTANT

by Tedd Arnold



## ESSENTIAL QUESTION

How are signs helpful?



Everyone in town **agreed**. The old signmaker did the finest work for miles around. Under his brush ordinary letters became beautiful words—words of **wisdom**, words of warning, or words that simply said which door to use.



When he painted STOP, people stopped because the sign looked so important. When he painted PLEASE KEEP OFF THE GRASS, they kept off because the sign was **polite** and sensible. When he painted GOOD FOOD, they just naturally became hungry.

People thanked the signmaker and paid him well. But the kind old man never **failed** to say, "I couldn't have done it without Norman's help."

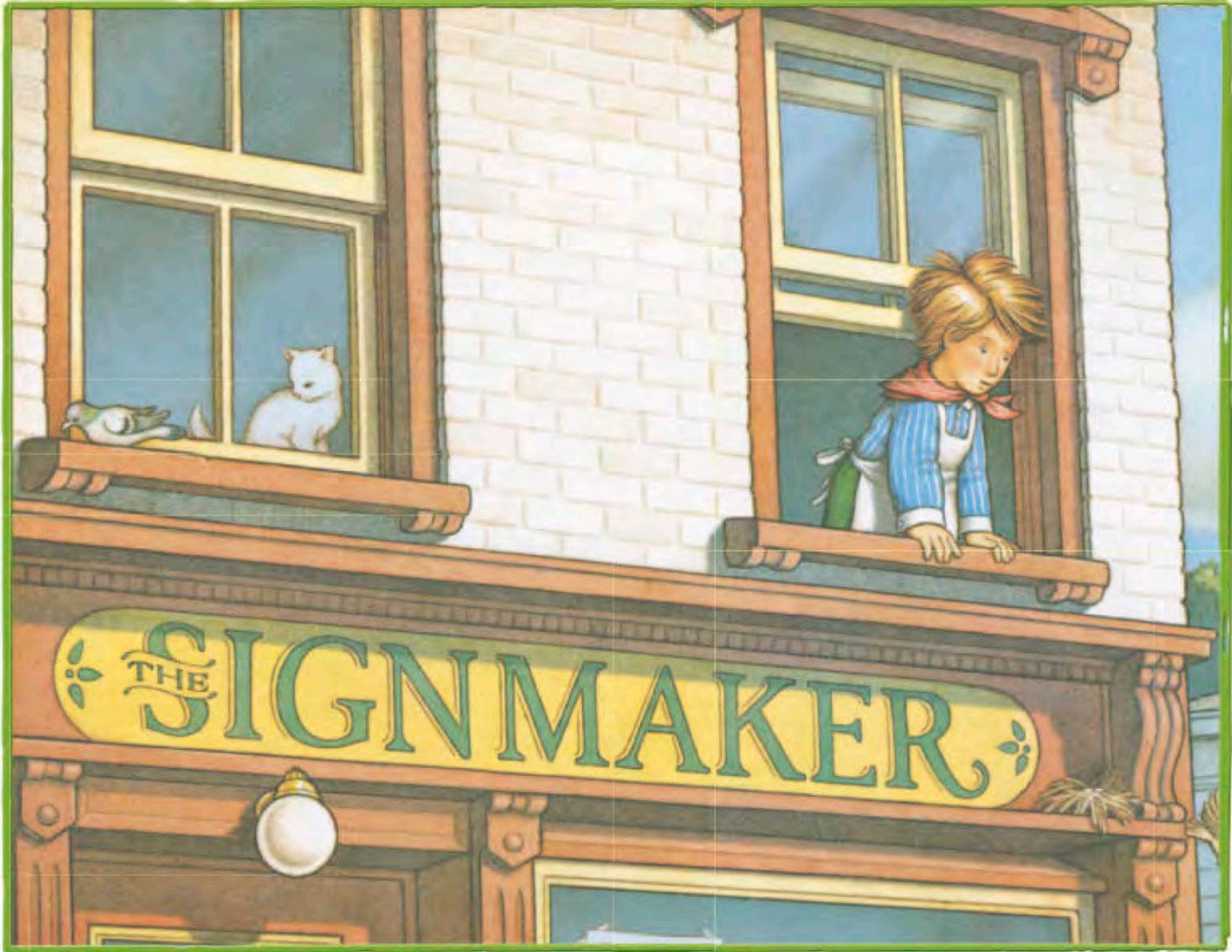


Norman was the signmaker's **assistant**. Each day after school he cut wood, mixed colors, and painted simple signs.



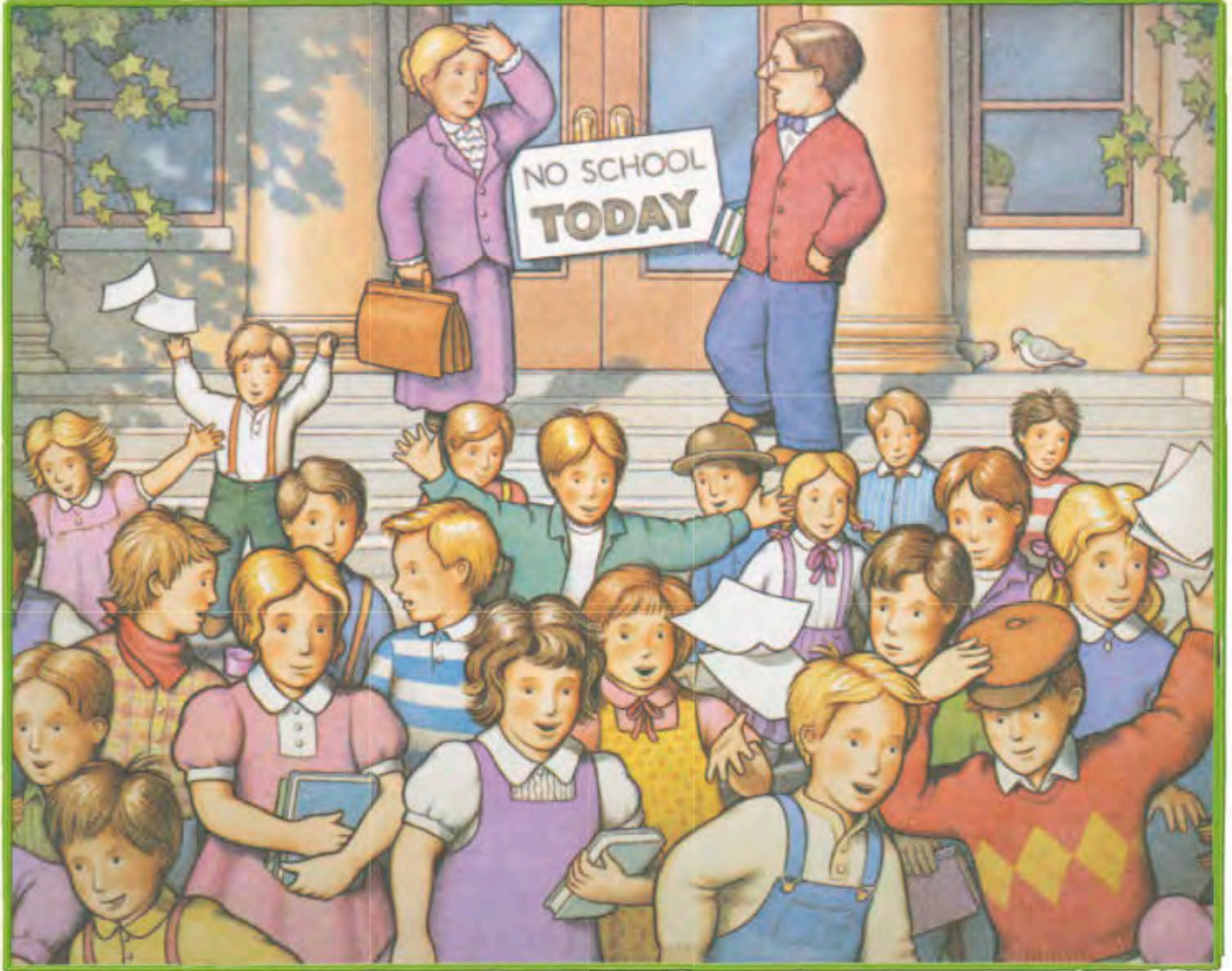
“Soon I will have a shop of my own,” said Norman.  
“Perhaps,” answered the signmaker, “but not before you clean these brushes.”

One day after his work was done, Norman stood at a window over the sign shop and watched people. They stopped at the STOP sign. They entered at the ENTER sign. They ate under the GOOD FOOD sign.



“They do whatever the signs say!” said Norman to himself. “I wonder . . .” He crept into the shop while the signmaker napped. With brush and board he painted a sign of his own.





Early the next morning he put up the sign, then ran back to his window to watch.

“No school?” muttered the principal. “How could I forget such a thing?”



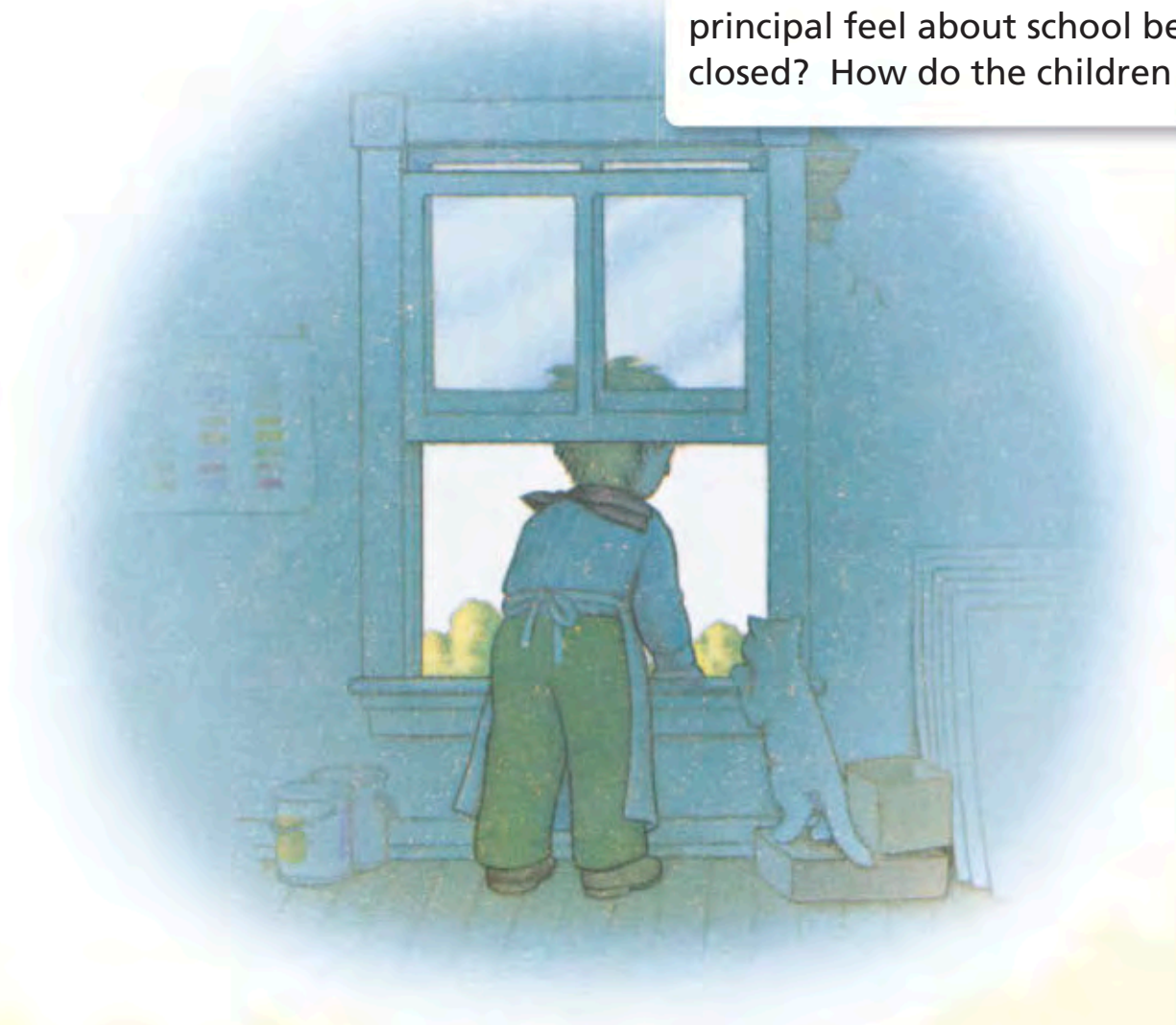
“No one informed me,” said the teacher.

“Hooray!” cheered the children, and everyone went home.

“This is great!” cried Norman. He looked around town for another idea. “Oh,” he said at last, “there is something I have always wanted to do.”

### ANALYZE THE TEXT

**Point of View** How does the principal feel about school being closed? How do the children feel?



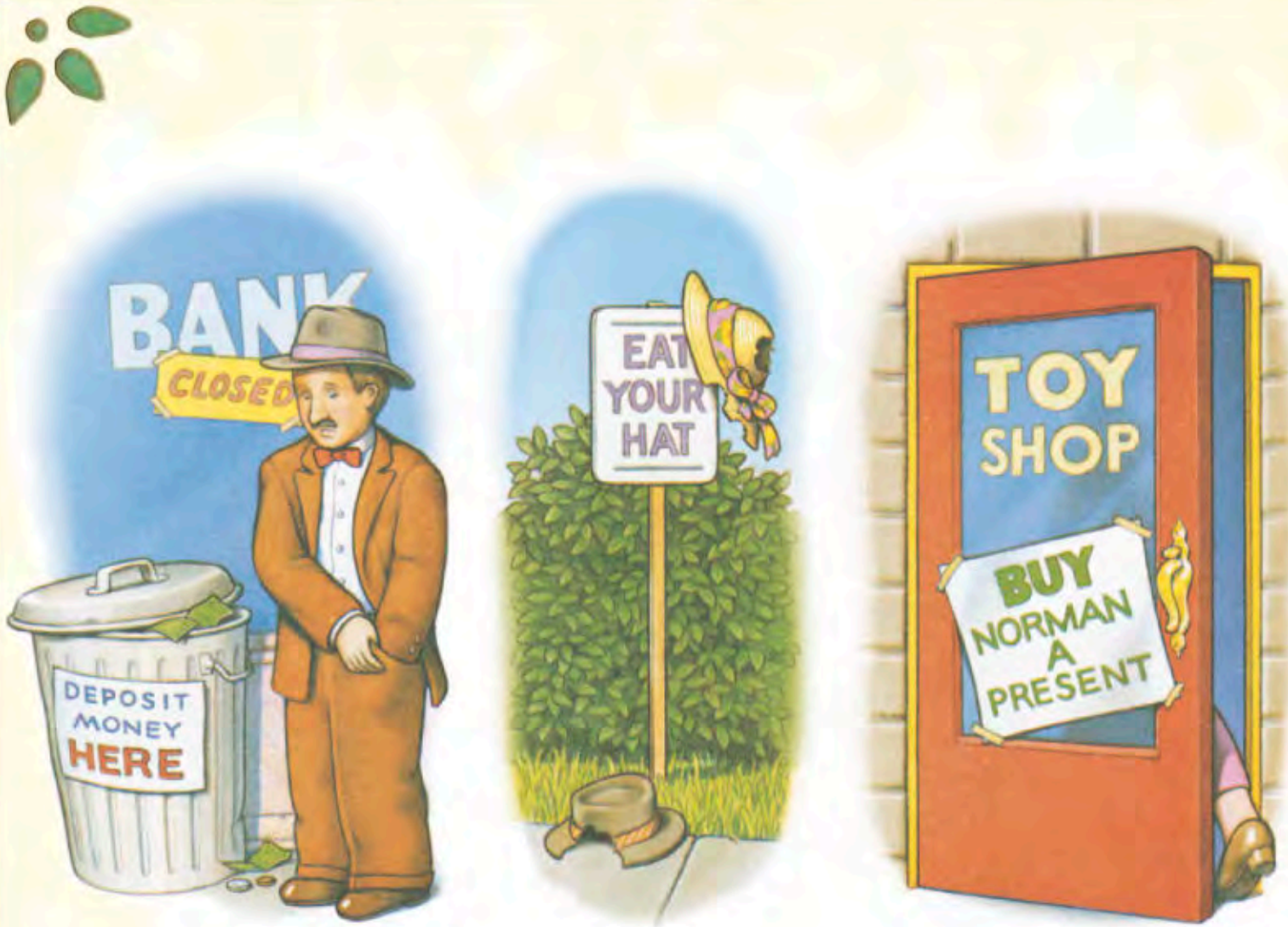


The following day Norman jumped from the top of the fountain in the park. As he swam, he thought to himself, I can do lots of things with signs. Ideas filled his head.

That afternoon when Norman went to work, the signmaker said, "I must drive to the next town and paint a large sign on a storefront. I'll return tomorrow evening, so please lock up the shop tonight."



As soon as the signmaker was gone, Norman started making signs. He painted for hours and hours and hours.



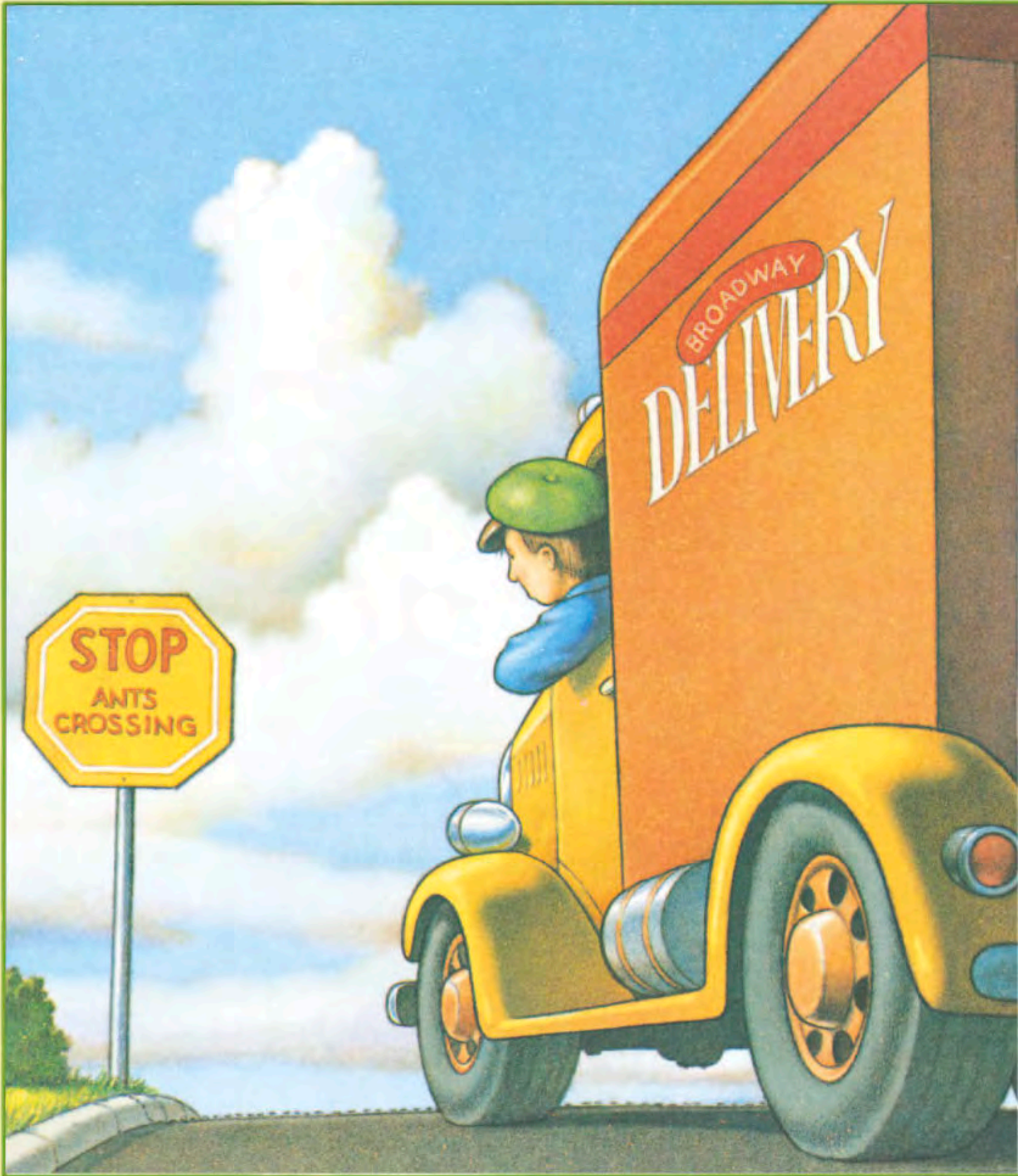
In the morning people discovered new signs all around town.

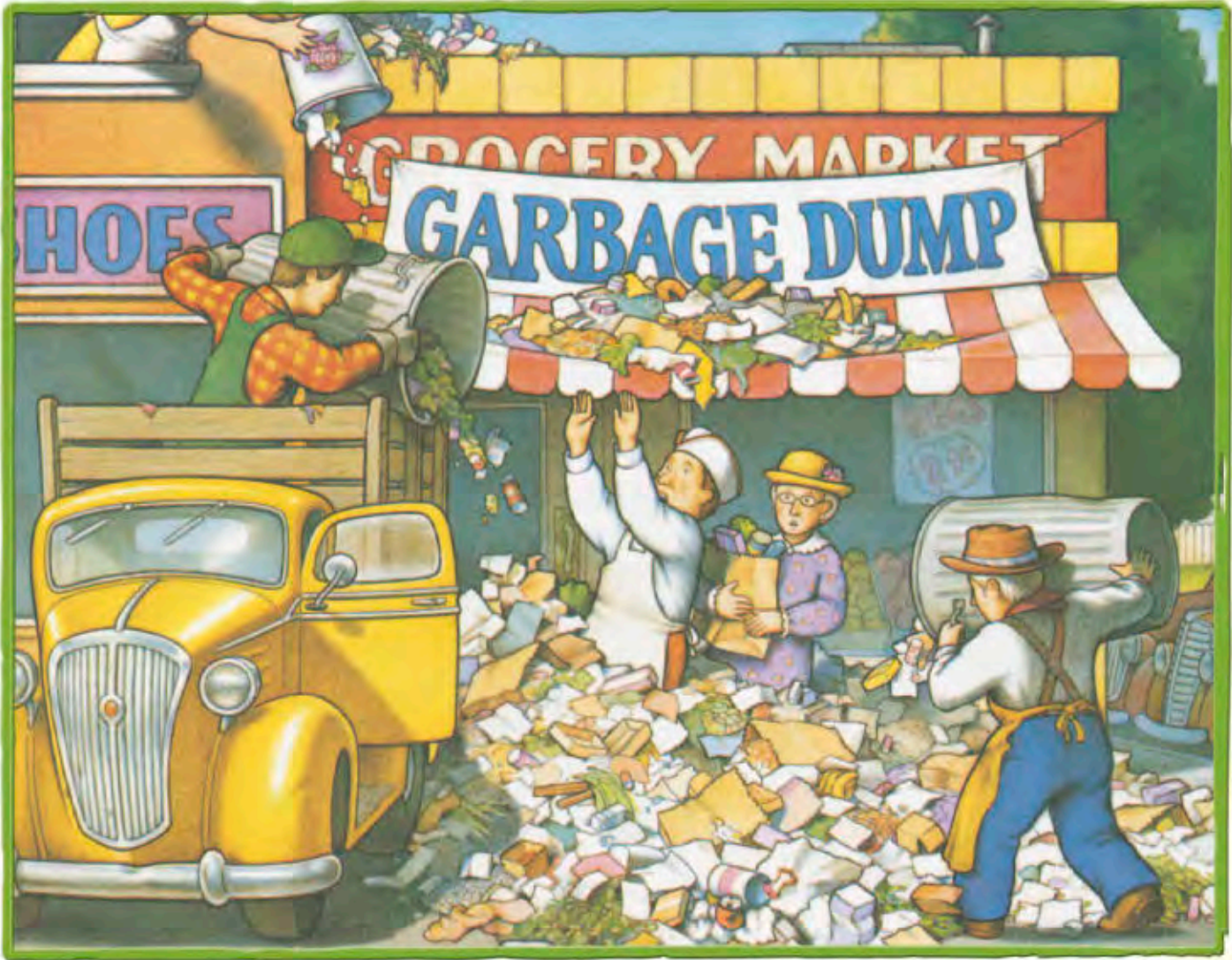
#### **ANALYZE THE TEXT**

**Text and Graphic Features** What makes Norman's signs so funny?







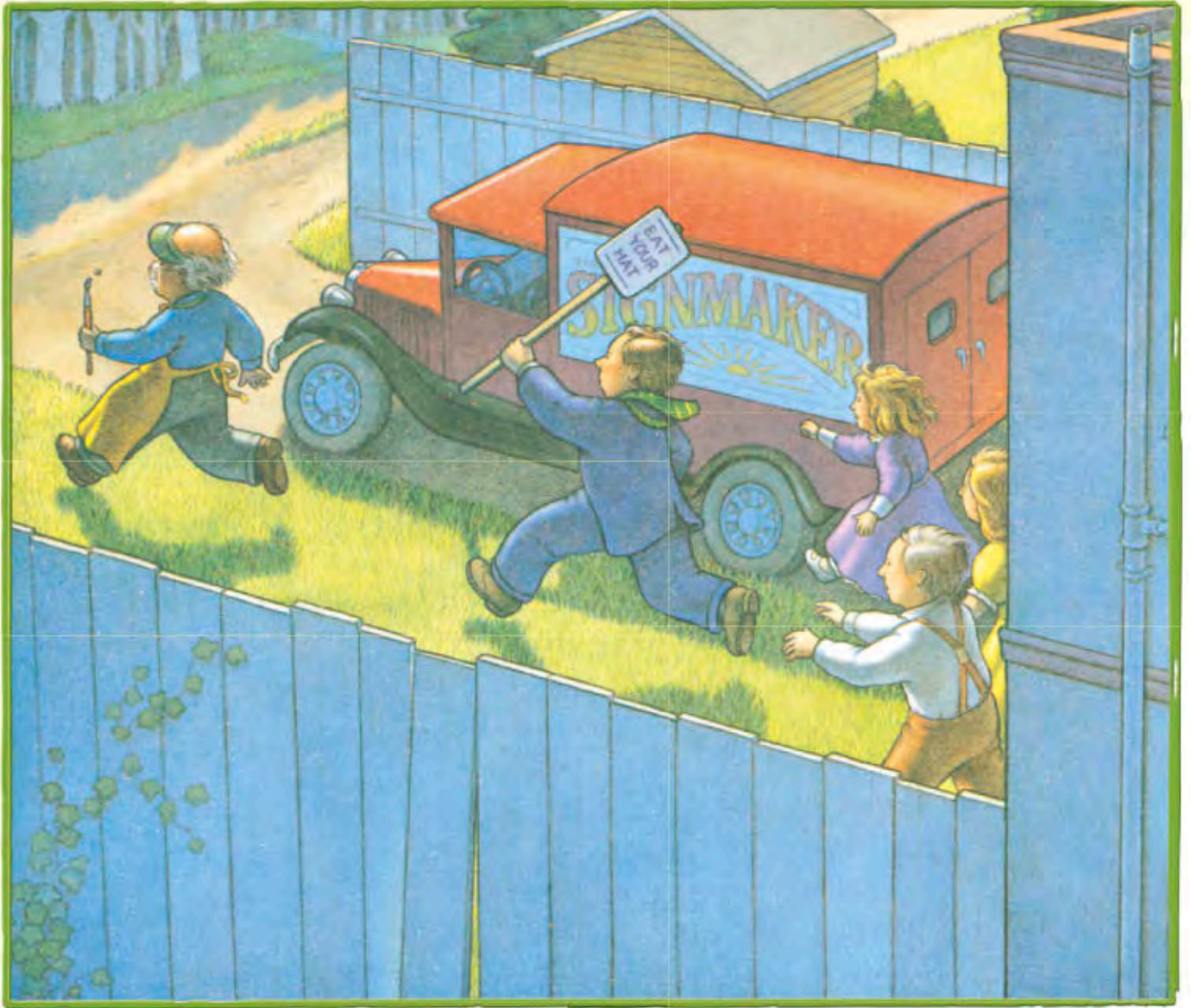






Then the real **trouble** started. Without store signs, shoppers became confused. Without stop signs, drivers didn't know when to stop. Without street signs, firemen became lost.





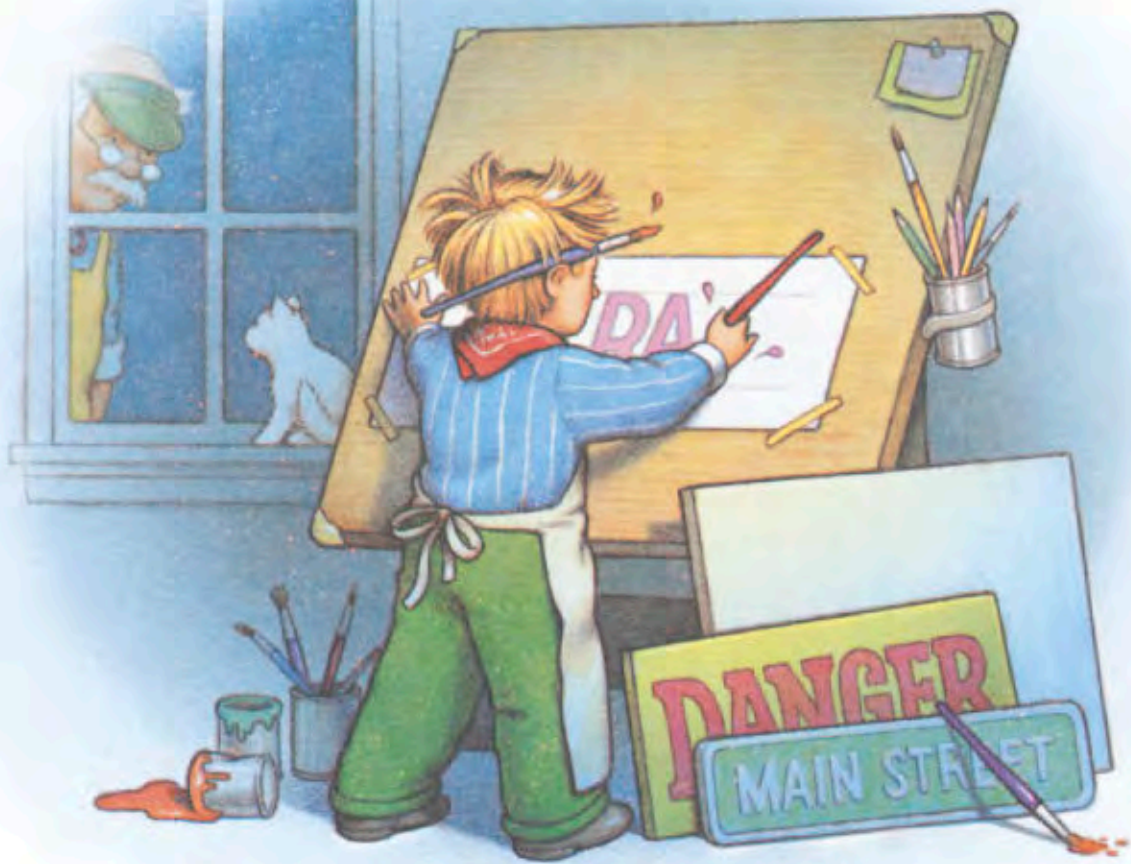
In the evening when the signmaker returned from his work in the next town, he knew nothing of Norman's tricks. An angry crowd of people met him at the back door of his shop and chased him into the woods.





As Norman watched, he suddenly realized that without signs and without the signmaker, the town was in danger.

“It’s all my fault!” cried Norman, but no one was listening.



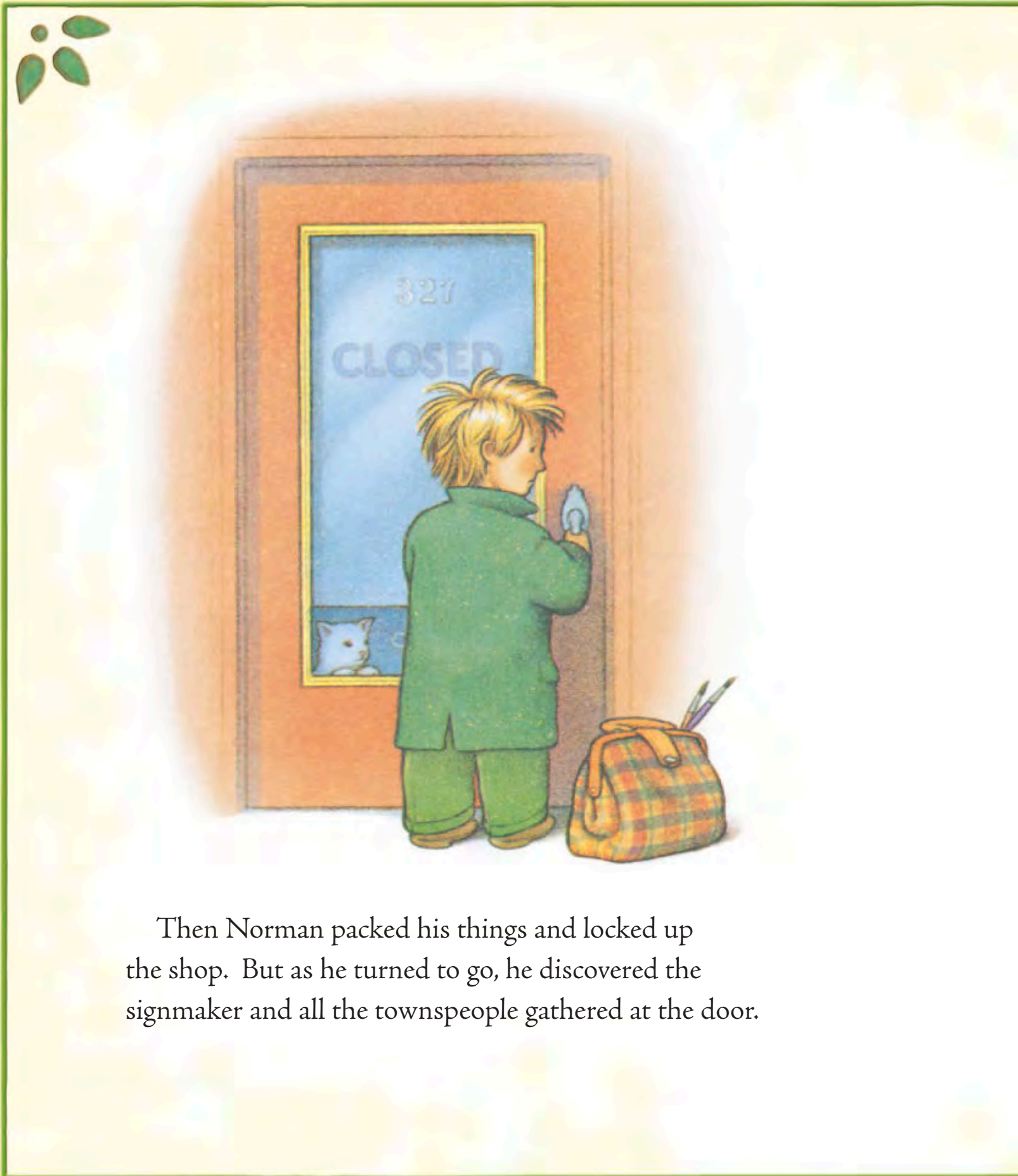
Late that night the signmaker returned and saw a light on in his shop. Norman was feverishly painting.



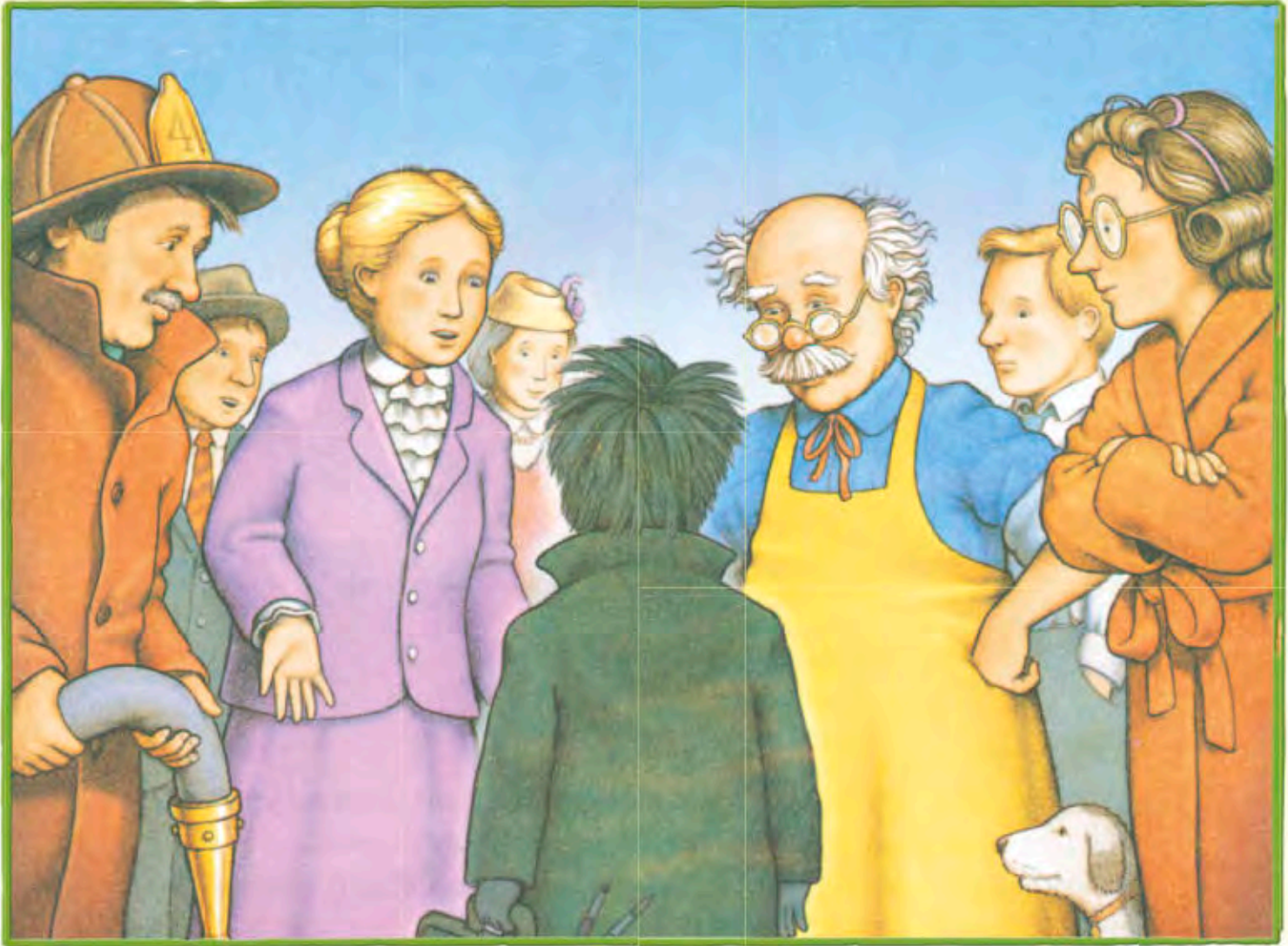


While the town slept and the signmaker watched, Norman put up stop signs, shop signs, street signs, danger signs, and welcome signs; in and out signs, large and small signs, new and beautiful signs. He returned all his presents and **cleared** away the garbage at the grocery store. It was morning when he finished putting up his last sign for the entire town to see.





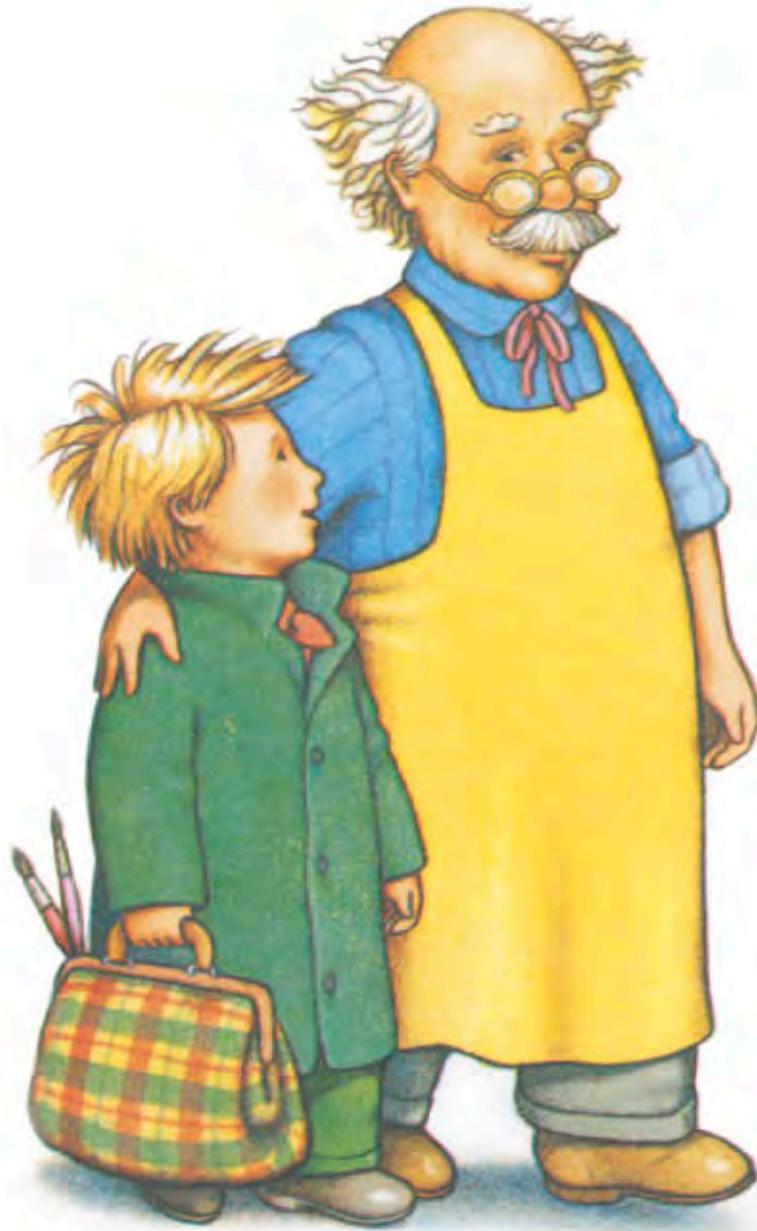
Then Norman packed his things and locked up the shop. But as he turned to go, he discovered the signmaker and all the townspeople gathered at the door.



“I know you’re angry with me for what I did,” said Norman with downcast eyes, “so I’m leaving.”

“Oh, we were angry all right!” answered the school principal. “But we were also fools for obeying such signs without thinking.”

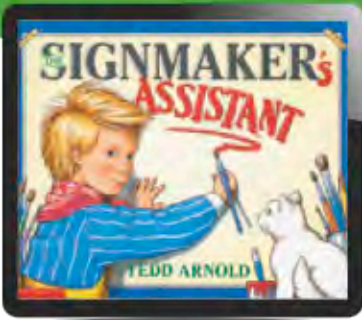




“You told us you are sorry,” said the signmaker, “and you fixed your mistakes. So stay, and work hard. One day this shop may be yours.”

“Perhaps,” answered Norman, hugging the old man, “but not before I finish cleaning those brushes.”





# Dig Deeper

## How to Analyze the Text

Use these pages to learn about Text and Graphic Features and Point of View. Then read *The Signmaker's Assistant* again. Use what you learn to understand it better.

### Text and Graphic Features

In *The Signmaker's Assistant*, you read about a boy who changed all of the signs in his town. The pictures, or **graphic features**, in this story help you understand what is happening. You have to read the signs in the pictures to understand the problem.

When you read, use a chart like the one below to list the graphic features in the story and what they tell you about the characters, setting, or plot.

Text or Graphic Feature	Page Number	Purpose



**RL.2.6** acknowledge differences in points of view of characters; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot

## Point of View

Characters in a story sometimes think about the same event in different ways. Each character has a different **point of view**. Look at page 140 again. Think about how the characters feel when Norman changes the signs. Norman thinks it is funny, but the townspeople are angry. As you read a character's words, think about how he or she might feel about what is happening.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION

**Turn  
and  
Talk**

**How are signs helpful?**

Think about the signs in *The Signmaker's Assistant*. Then think about signs that you have seen in your town. Discuss your ideas with a partner. Add your own ideas to what he or she says.



## Classroom Conversation

Now talk about these questions with the class.

- 1 How do the words and illustrations work together to help you understand this story?
- 2 Why do you think Norman is sorry for tricking the town? Explain your answer using text evidence.
- 3 What lesson does Norman learn?



## WRITE ABOUT READING

**Response** Think about how the signmaker and Norman treat each other. Work with a partner. Write a short play about Norman and the signmaker. Show how they act toward each other during one part of the story. Take turns acting out each character's lines. Use a different voice for each character to show how each is feeling.



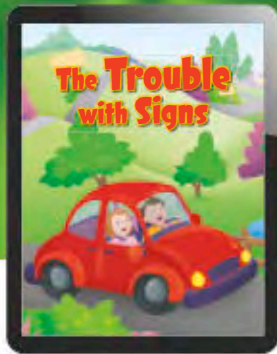
### Writing Tip

When you write a play, write each character's name followed by what he or she says.



**RL.2.2** recount stories and determine their message, lesson, or moral; **RL.2.6** acknowledge differences in points of view of characters; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **W.2.3** write narratives; **SL.2.1b** build on others' talk in conversations by linking comments to others' remarks

# PLAY



**GENRE**

A **play** is a story people act out.

**TEXT FOCUS**

**Dialogue** is the talk between two or more people in a play. Dialogue helps the reader get to know each character's point of view through his or her own words.



**RL.2.6** acknowledge differences in points of view of characters; **RL.2.10** read and comprehend literature



# The Trouble with Signs

by Bebe Jaffe

## Cast of Characters

Ana

Ben



**Ben:** (steering a car) I'm glad we agreed to drive to the town meeting. We can look at the scenery.

**Ana:** (reading the pretend sign) Fresh berries. Turn left at the fork. Yum!

**Ben:** Where's the fork?

**Ana:** Do we need a fork to eat the berries?

**Ben:** I'm talking about a fork in the road!

**Ana:** I get it! You've got SO much wisdom, Ben.

**Ben:** I hope you are being polite and not teasing me.

**Ana:** (reading another sign) Do you have car trouble? Come to Polly's Place for some R and R. What's R and R?

**Ben:** R and R stands for Rest and Relaxation.



**Ana:** I'm glad that's cleared up, but do cars go to a special place for R and R?

**Ben:** (shaking his head) No, Ana. PEOPLE do.

**Ana:** Right! Listen to this sign! Have you failed in the kitchen? Are you tearing out your hair? Come to Carla's Cooking Class. Ouch! Do people tear their hair out because they overcooked a roast?

**Ben:** (losing patience) NO, Ana! That's just a saying. It means someone is getting frustrated.

**Ana:** Pull in! This is our meeting place.

**Ben:** Just in time! I'm tired of being your assistant.





# Compare Texts

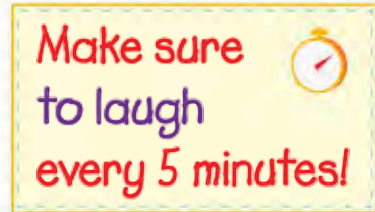
## TEXT TO TEXT

**Talk About Signs** Think about the signs that Norman makes and the signs in *The Trouble with Signs*. How do the signs in each story make the characters confused? Talk about it with a partner.



## TEXT TO SELF

**Make a Sign** Which sign from *The Signmaker's Assistant* do you think is the silliest? Make a silly sign for your classroom using words and pictures. Put it up for your class to see.



## TEXT TO WORLD

**Connect to Social Studies** Look through *The Signmaker's Assistant* for signs that are helpful to people. Make a list with a partner. Talk about why the signs are important.



**RL.2.1** ask and answer questions to demonstrate understanding of key details; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot

# Grammar



**Commas in Dates and Places** Every day has a **date**. A date tells the month, the number of the day, and the year. Use a **comma** (,) between the number of the day and the year. Also use a comma between the name of a city or town and the name of a state.

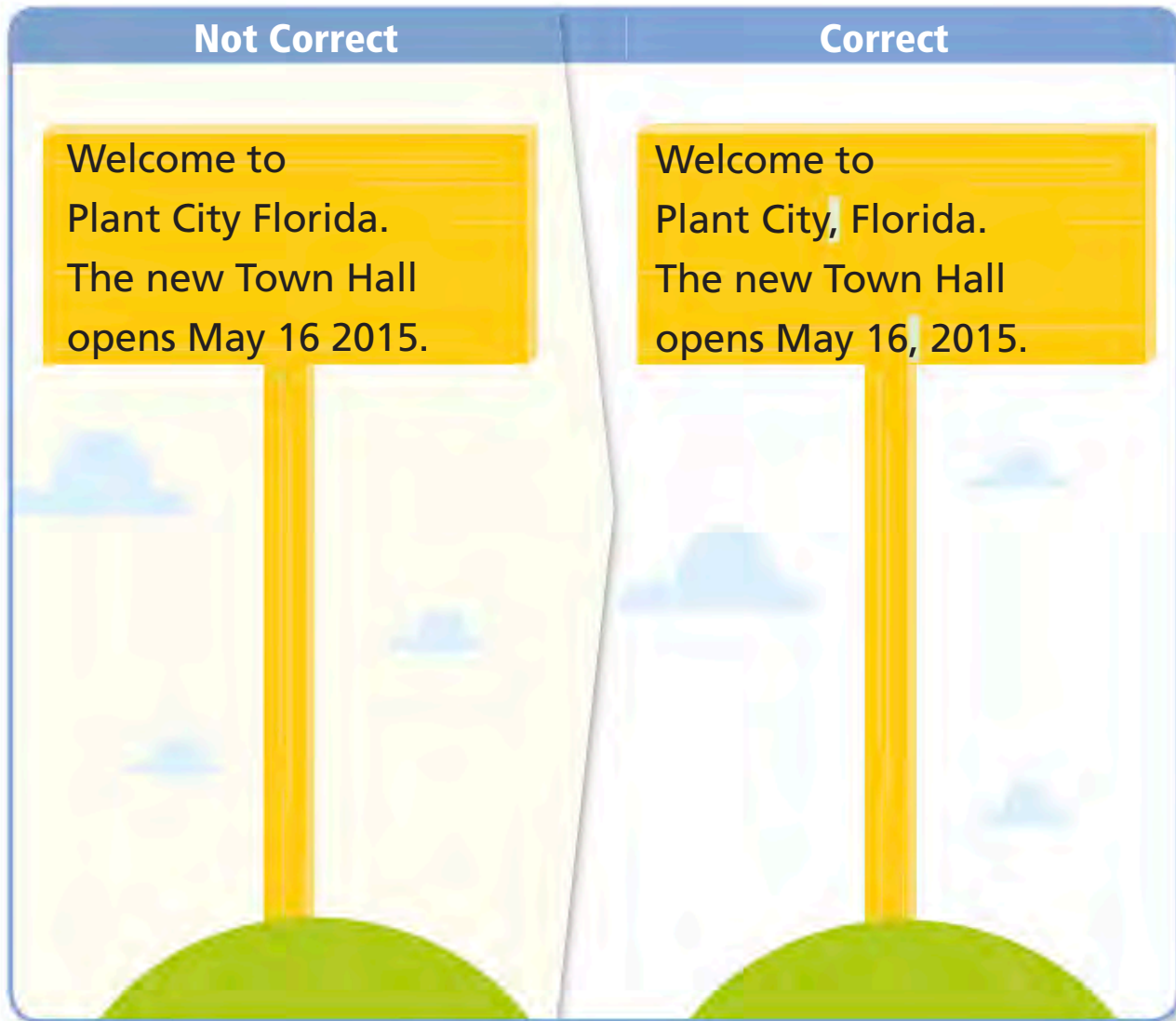
Dates	Place Names
May 2, 2010	Austin, Texas
July 15, 2014	Westville, Idaho

## Try This!

**Write the underlined date or place correctly.**

- 1 The signmaker opened his shop on June 4 1975.
- 2 The shop was in Columbus Ohio.
- 3 The boy started work on May 25 2007.
- 4 He came from Logan Utah.

Edit your writing carefully. Make sure you have used commas correctly when you write dates and names of places.




### **Connect Grammar to Writing**

When you edit your story next week, be sure you have used commas, capital letters, and end marks correctly.

Reading-Writing Workshop: **Prewrite**

# Narrative Writing





 **Organization** A **story** has a beginning, a middle, and an end. The events in a story should be told in an order that makes sense.

Julie made a list of ideas for her story. She crossed out the one that didn't belong. Then she used a story map to put her ideas in order.



## Writing Process Checklist

### ► Prewrite

-  Who are my characters?
-  What happens at the beginning of the story?
-  What happens in the middle?
-  What happens at the end?

**Draft**

**Revise**

**Edit**

**Publish and Share**

## Exploring a Topic

Girl has a pet.

~~She is a really good speller.~~

Pet has special powers.

They meet a sad giant.

Kids are afraid of the giant.

Hamster's name is Sparky.

Sparky knows when things are wrong.



## Story Map

### Beginning

Layla and Sparky go to the park.  
They see a sign that the park is closed.

### Middle

They find a crying giant.  
The giant tells them why he is crying.  
Kids are scared of him.

### End

The kids see how gentle the giant is  
with Sparky.  
The kids and the giant play together.

## Reading as a Writer

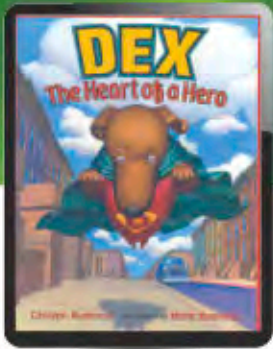
What differences do you see between Julie's list and her story map? How will putting your ideas in a story map help you plan your story?

I put my ideas  
in an order that  
would make sense  
in my story.



# Lesson

# 20



## ✓ TARGET VOCABULARY

**depended**

**sore**

**sprang**

**studied**

**gazing**

**hero**

**exercise**

**overlooked**

Vocabulary  
Reader



Context  
Cards



COMMON  
CORE

L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Tell a story about two pictures, using the Vocabulary words.

1

**depended**

The dog **depended** on its owner for food and water.



2

**sore**

The dog hurt its paw. The paw is **sore**.



3

**sprang**

The cat saw the food. She **sprang** toward her dish.



4

**studied**

Before getting a puppy, the girl **studied** a book about dog care.



5

**gazing**

This dog is **gazing**, or looking closely, at a squirrel.



6

**hero**

This dog is a **hero**. It saved the boy from getting hurt.



7

**exercise**

A dog needs **exercise** every day. This dog wants to run fast.

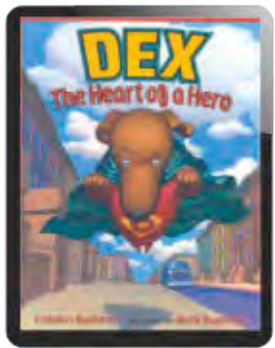


8

**overlooked**

They **overlooked**, or didn't see, where the dog was hiding.





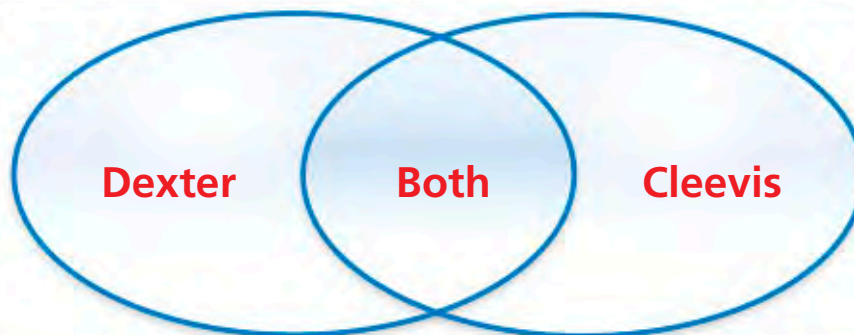
# Read and Comprehend



## ✓ TARGET SKILL

**Compare and Contrast** In a story, the main characters will often go through some changes from the beginning to the end of a story. They grow and change because of the things that happen to them.

As you read *Dex: The Heart of a Hero*, you can compare and contrast to tell how Dex changes. You can use a diagram like the one below to **compare** things that are the same and **contrast** things that are different. Use the words and pictures in the story as text evidence for your ideas.



## ✓ TARGET STRATEGY

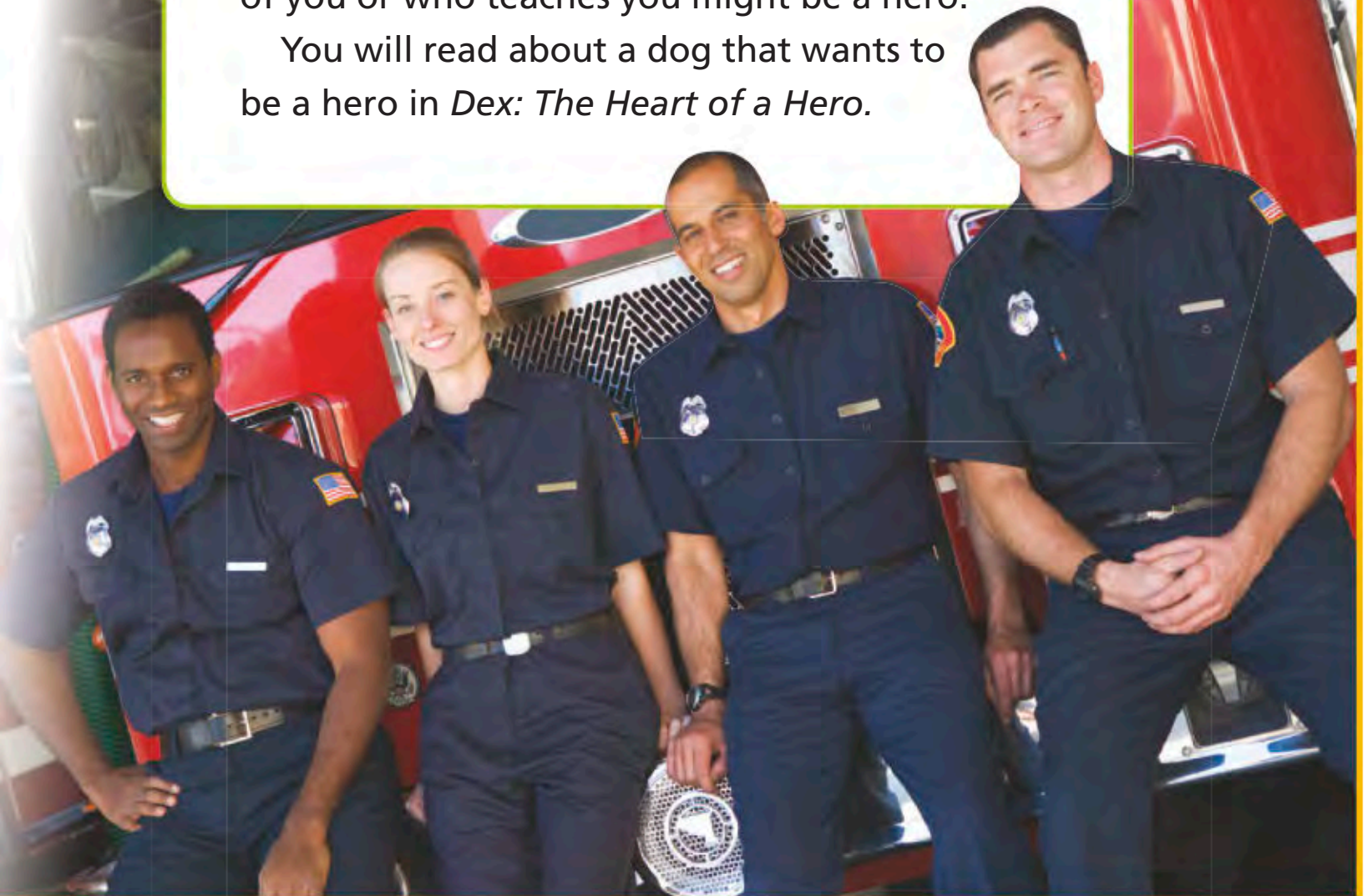
**Monitor/Clarify** If you don't understand why something is happening, stop and think. Find text evidence to figure out what doesn't make sense.

## PREVIEW THE TOPIC

### What Heroes Do

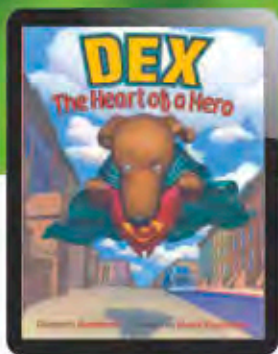
A hero is someone who has done something brave or good to help others. You may know of some famous heroes from history. For example, Martin Luther King, Jr. was a hero who helped change unfair laws. Not all heroes are famous. Most people feel that firefighters and police officers are heroes. The person who takes care of you or who teaches you might be a hero.

You will read about a dog that wants to be a hero in *Dex: The Heart of a Hero*.



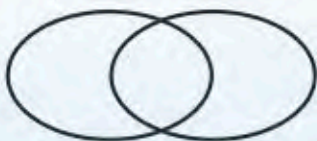
## Lesson 20

# ANCHOR TEXT



### ✓ TARGET SKILL

**Compare and Contrast** Tell how two things are alike or different.



### ✓ GENRE

A **fantasy** is a story that could not happen in real life. As you read, look for:

- ▶ events that could not really happen
- ▶ characters that are not found in real life



**RL.2.4** describe how words and phrases supply rhythm and meaning; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot; **RL.2.10** read and comprehend literature

### MEET THE AUTHOR

## Caralyn Buehner

As the mother of nine children, Caralyn Buehner squeezes in time for writing whenever she can. Once, while waiting for her sons' karate class to end, she started writing "Dexter was a little dog" on a pad. That's how the story of *Dex* began.

### MEET THE ILLUSTRATOR

## Mark Buehner

As you read *Dex*, look carefully at the pictures. Mark Buehner likes to hide bunnies, dinosaurs, cats, and mice in his drawings. In case you're wondering, Mr. Buehner is Caralyn Buehner's husband, and their last name is pronounced *Bee-ner*.

# DEX

The Heart of a Hero



by **Caralyn Buehner**  
illustrated by **Mark Buehner**

## ESSENTIAL QUESTION

What makes someone  
a hero?



exter was a little dog. His legs were little, his tail was little, his body was little. He looked like a plump sausage sitting on four little meatballs.

Being the size that he was, Dex was often **overlooked**. The other dogs grew tired of waiting for Dex to catch up when they played chase, and after a while they forgot to invite him at all. No one really seemed to notice him, except when Clevis, the tomcat, demonstrated how he could stand right over Dex and not even ruffle his fur.







Yes, everything about Dex was little—except for his dreams. He wanted to be a **HERO**. He could just see it.

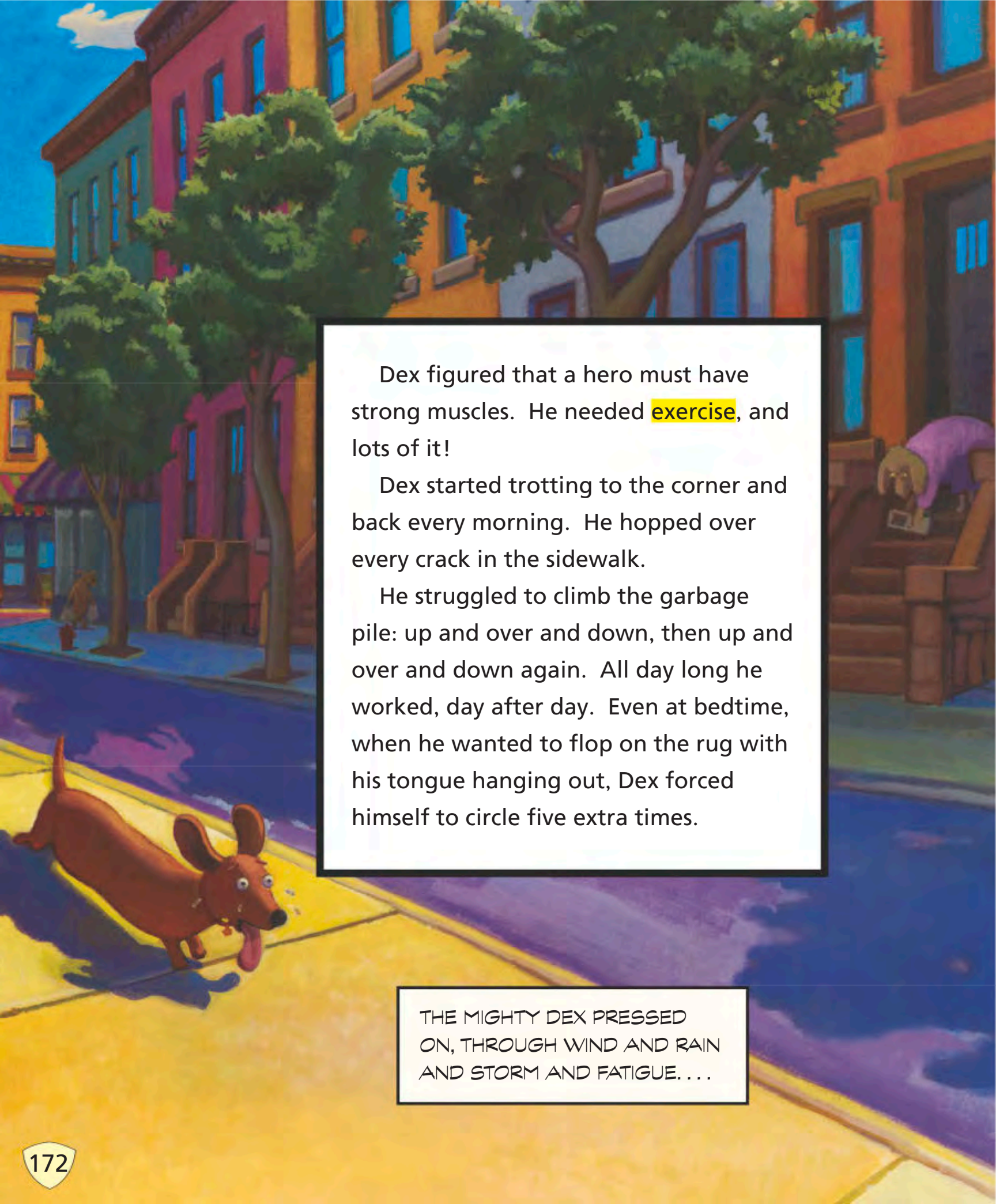


THE MIGHTY DEX FLEW  
UP INTO THE DARK AND  
STARRY NIGHT. . . .

But *wanting* and *being* are two different things. Dex lived on dreams until one day, after crawling out from under Clevis yet again, he decided there had to be more to life than **gazing** at the underside of a cat. There had to be more to *him*. If he *could* be a hero, he *would*!

So Dex started training. He read every superhero comic book he could find. He watched every hero movie ever made. He went to the library.





Dex figured that a hero must have strong muscles. He needed **exercise**, and lots of it!

Dex started trotting to the corner and back every morning. He hopped over every crack in the sidewalk.

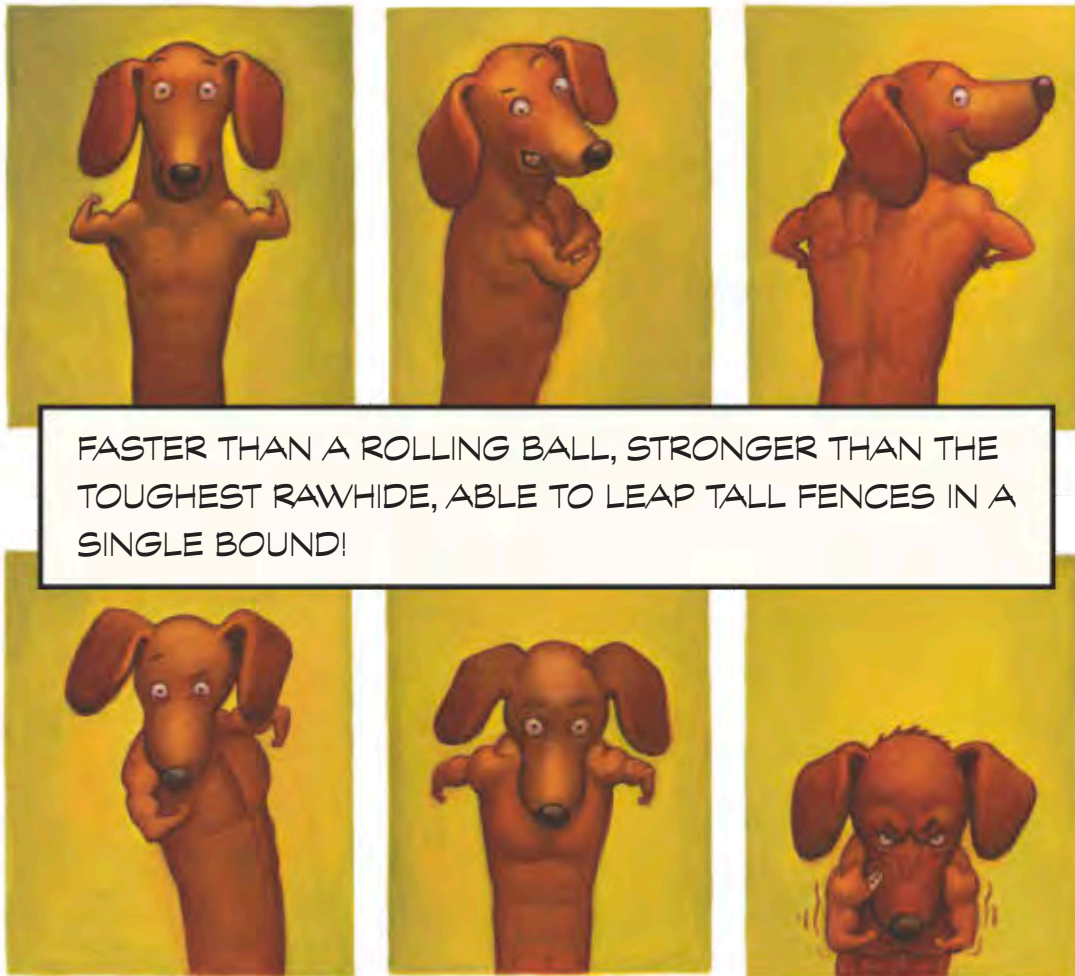
He struggled to climb the garbage pile: up and over and down, then up and over and down again. All day long he worked, day after day. Even at bedtime, when he wanted to flop on the rug with his tongue hanging out, Dex forced himself to circle five extra times.

THE MIGHTY DEX PRESSED  
ON, THROUGH WIND AND RAIN  
AND STORM AND FATIGUE. . . .

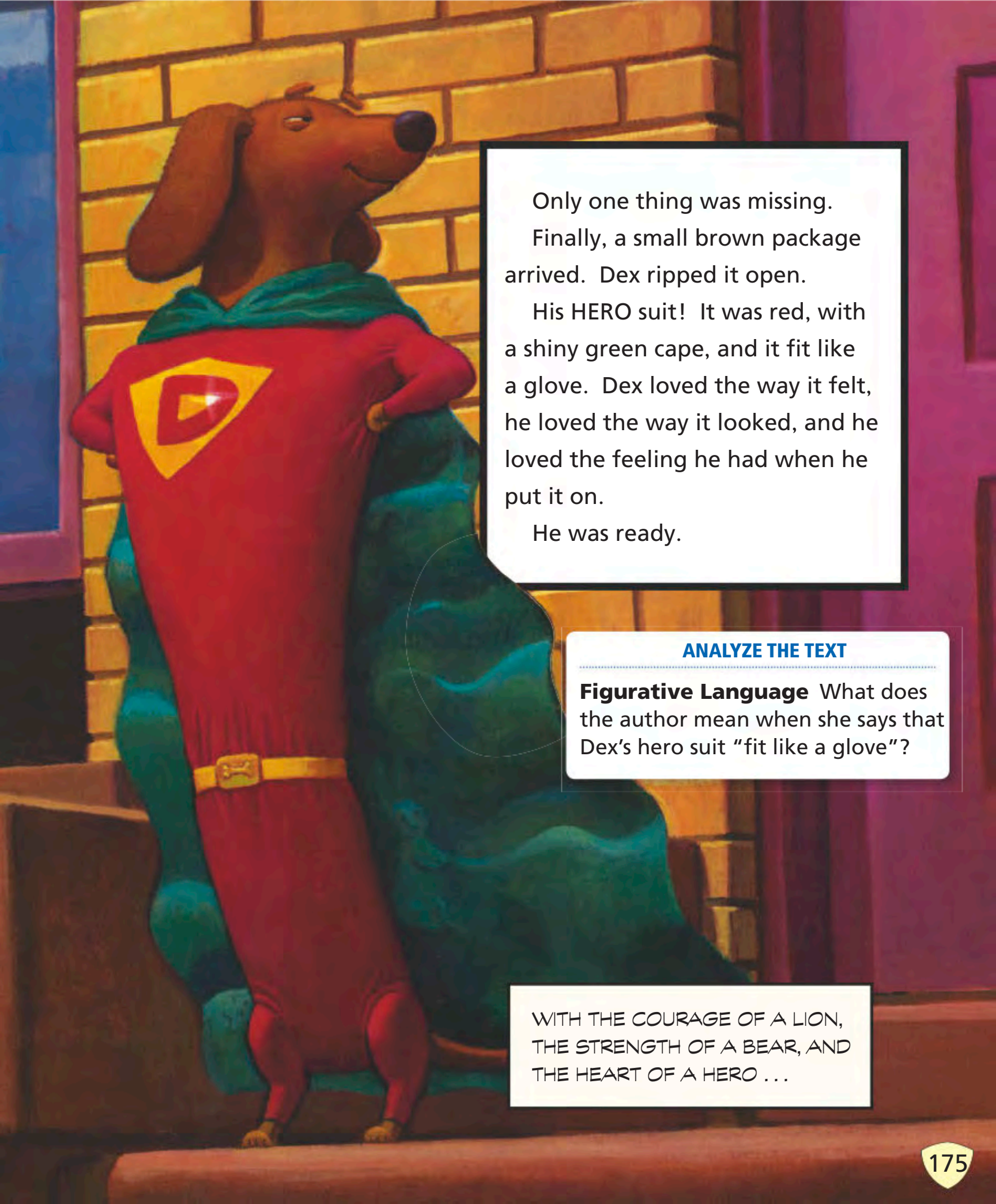
When it got easier to run to the corner and back, Dex did it again, and then again. Then he dragged a sock filled with sand as he ran, and then two socks. When Clevis was bored and stood in the middle of the sidewalk to block his way, Dex dropped to the ground and slid right under him. He was too busy to be bothered by Clevis.



Dex was tired; he was **sore**. He was working so hard that he almost forgot what he was working for. But one night, as he dragged himself to bed after his last set of push-ups, Dex stopped in front of the mirror and flexed. He could feel them! He could see them! Muscles!



Now Dex didn't "take" the stairs—he skimmed them! He leaped over hydrants; he vaulted up curbs. He could jump over the garbage mountain without touching the top! He could run like the wind; he felt as if his legs had springs!



Only one thing was missing. Finally, a small brown package arrived. Dex ripped it open.

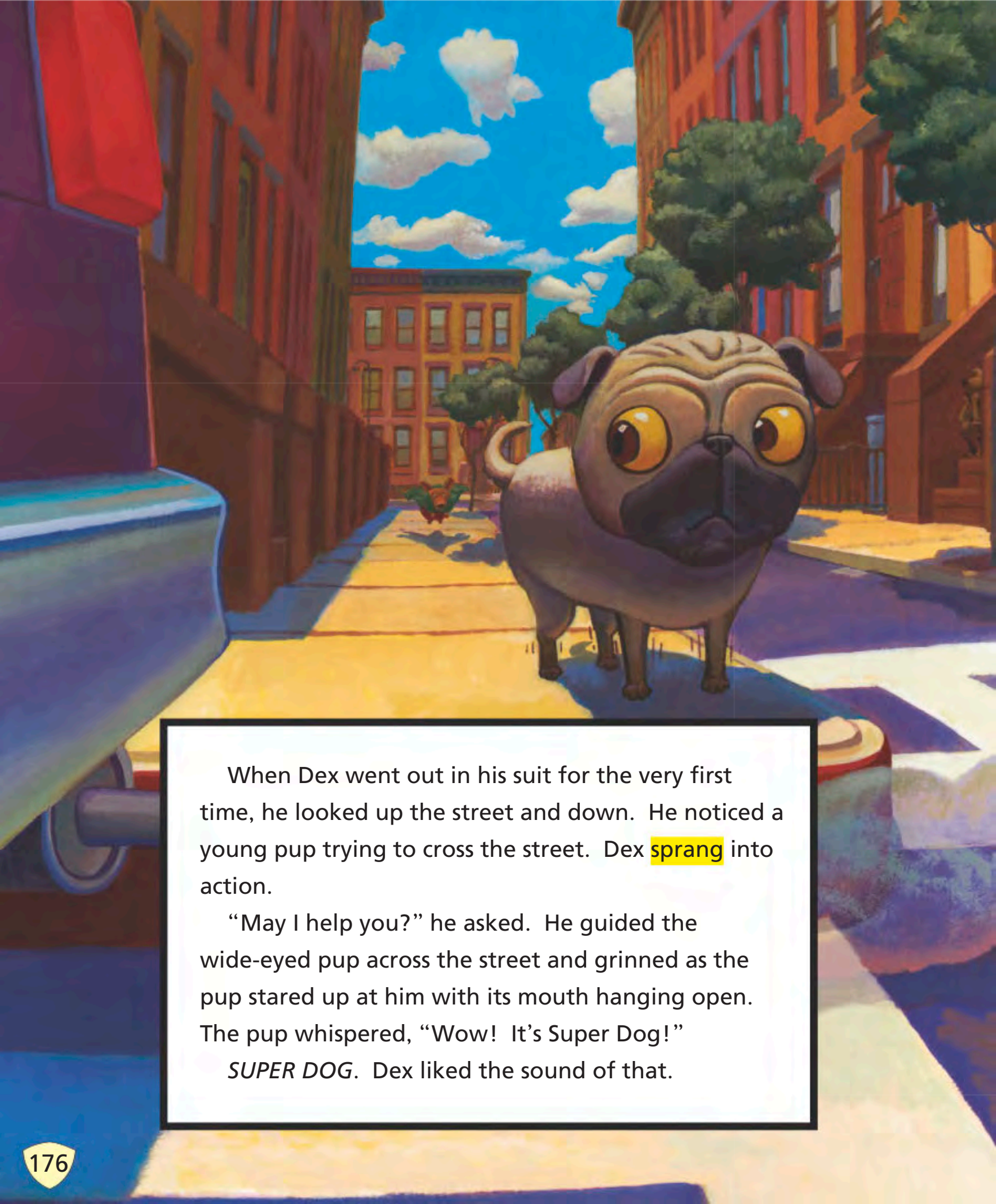
His HERO suit! It was red, with a shiny green cape, and it fit like a glove. Dex loved the way it felt, he loved the way it looked, and he loved the feeling he had when he put it on.

He was ready.

#### ANALYZE THE TEXT

**Figurative Language** What does the author mean when she says that Dex's hero suit "fit like a glove"?

WITH THE COURAGE OF A LION,  
THE STRENGTH OF A BEAR,  
AND THE HEART OF A HERO ...



When Dex went out in his suit for the very first time, he looked up the street and down. He noticed a young pup trying to cross the street. Dex **sprang** into action.

“May I help you?” he asked. He guided the wide-eyed pup across the street and grinned as the pup stared up at him with its mouth hanging open. The pup whispered, “Wow! It’s Super Dog!”

*SUPER DOG.* Dex liked the sound of that.



Of course, when Cleevis saw Dex, he just had to comment.

“Hey Dex, where’s the party?”

Dex was so busy that he was able to ignore Cleevis—for the most part. The only time his face ever got red was when Cleevis yelled, “Where’d you get that dress-up?” Dex had to wonder if Cleevis saw anything but the suit. Didn’t he understand that the suit was just a way to let people know he was there to help?

THE SUN GLINTED OFF OF HIS EMERALD CAPE AS SUPER DOG RACED TO THE RESCUE. . . .



There was a mouse he  
saved from a sewer,



a purse snatcher he tackled;



he fixed his neighbor's  
sprinkler;





he found a lost kitten, pulled a  
rat away from a live wire,

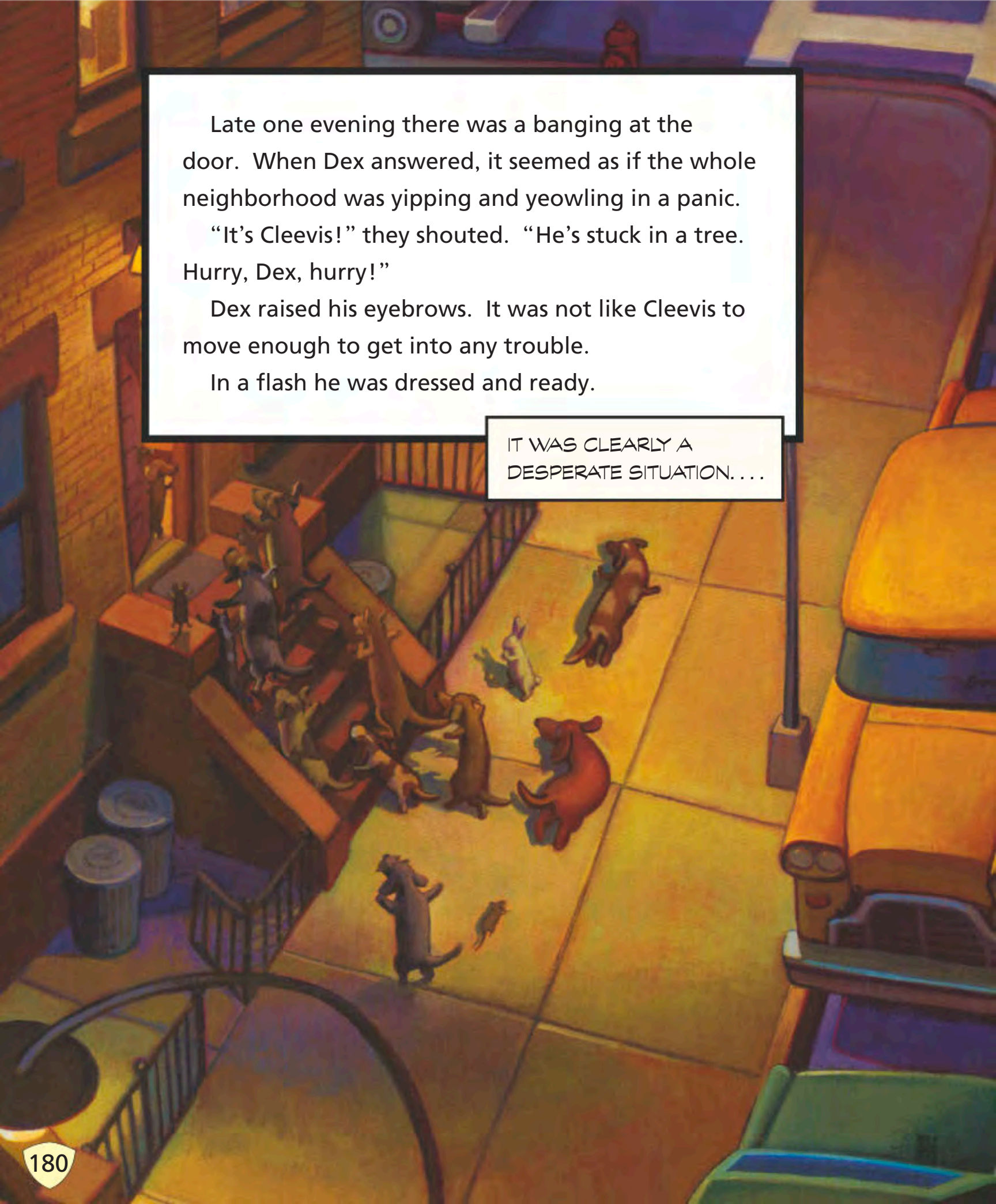
tracked down a lost wallet,  
put out a trash fire,



and organized a neighborhood  
cleanup day.



It seemed that now, whenever anyone needed help,  
they turned to Dex, and Dex had never been happier.



Late one evening there was a banging at the door. When Dex answered, it seemed as if the whole neighborhood was yipping and yeowling in a panic.

“It’s Cleevis!” they shouted. “He’s stuck in a tree. Hurry, Dex, hurry!”

Dex raised his eyebrows. It was not like Cleevis to move enough to get into any trouble.

In a flash he was dressed and ready.

IT WAS CLEARLY A  
DESPERATE SITUATION....

As he got closer, Dex could see Clevis. He had been chasing a squirrel to the top of the tree, but had slipped and was hanging by one claw from a slender branch.

He was yeowling for all he was worth.

“I’m slipping!” Clevis screeched. “Help me!”

Dex looked desperately around for something to climb on. There were no boxes or ladders, not even any trash cans. Then Dex looked at the crowd.



“Quick, everybody!” Dex shouted. “I’ve got an idea!” Dex leaped onto the end of the teeter-totter facing the tree, pushing it to the ground.

“Everybody on the other end! One! Two! Three!!!!”

All the animals jumped together on the other end of the teeter-totter, catapulting Dex into the air. He soared over the crowd, his ears and cape streaming out behind him. . . .





THE MIGHTY DEX FLEW UP INTO  
THE DARK AND STARRY NIGHT. . . .

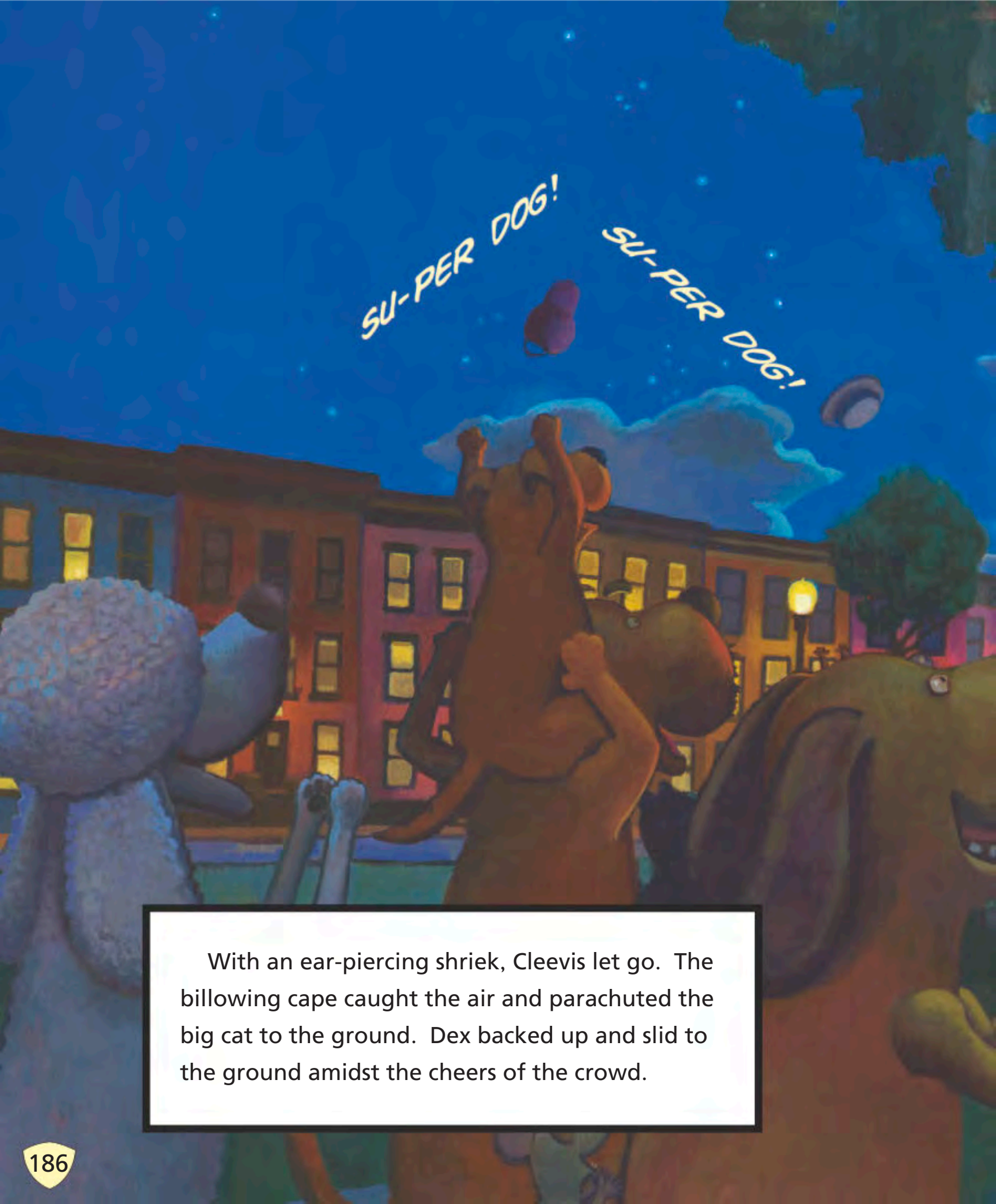




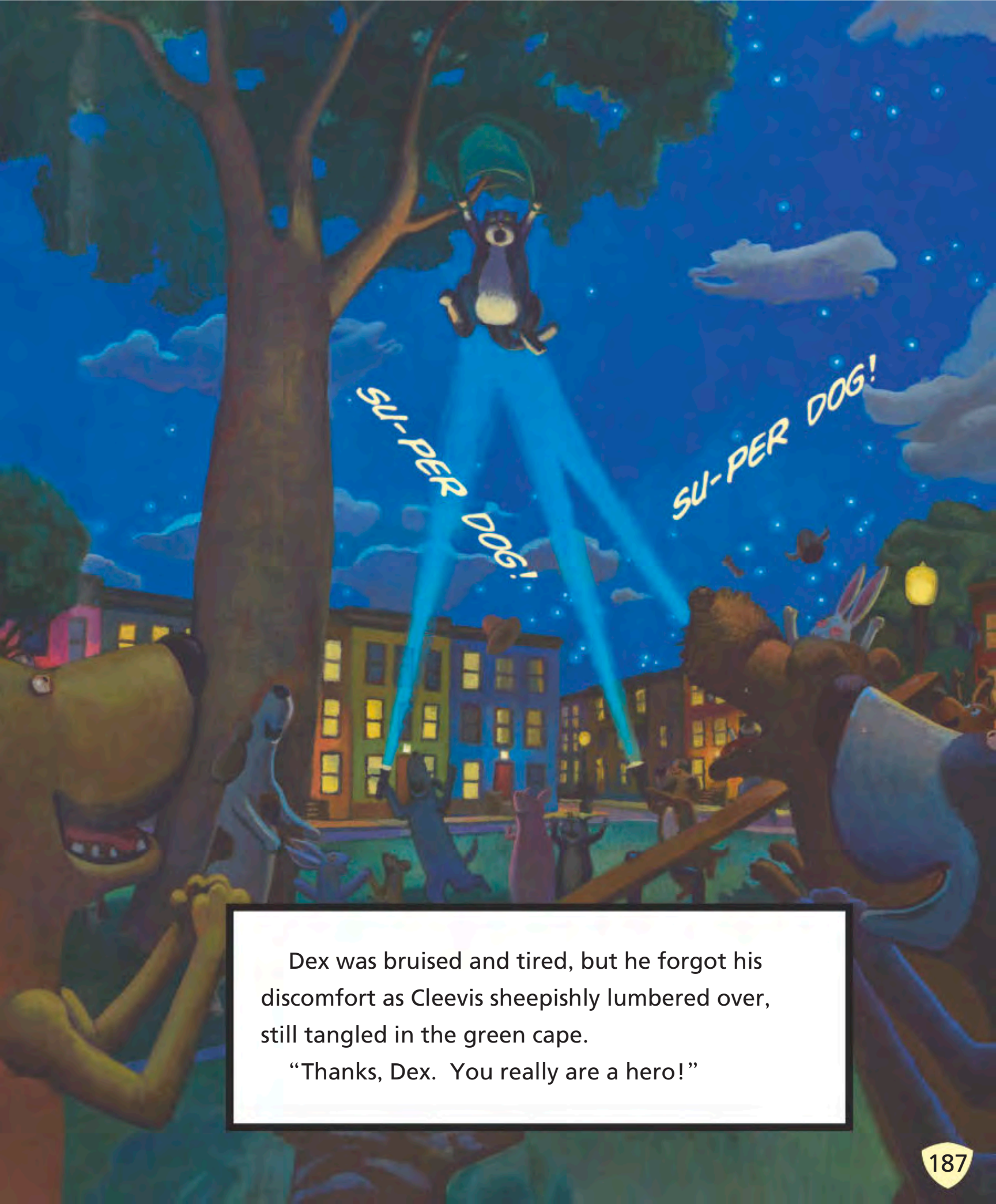


Dex scrambled onto the branch next to Cleevis. Quickly he pulled off his cape and tied its four corners onto the screeching cat.

“Jump!” Dex shouted. “Jump, Cleevis!”



With an ear-piercing shriek, Cleevis let go. The billowing cape caught the air and parachuted the big cat to the ground. Dex backed up and slid to the ground amidst the cheers of the crowd.



Dex was bruised and tired, but he forgot his discomfort as Clevis sheepishly lumbered over, still tangled in the green cape.

“Thanks, Dex. You really are a hero!”

Dex didn't think he could feel any better, but he did—just a little—the next day, when Cleevis sidled up next to him and whispered, “Say, Dex, could I be your partner?”

Dex looked the big tomcat up and down. It would take a *lot* of work to turn Cleevis into a hero. He could hardly wait.

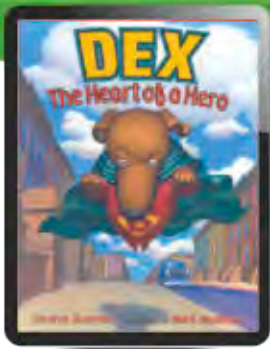
“Sure,” said Dex with a grin. “Sure.”

#### ANALYZE THE TEXT

**Compare and Contrast** How has Cleevis changed by the end of the story?

WITH TWICE THE BRAINS AND TRIPLE THE BRAWN, OUR HEROES FORGE ON, EVER READY TO LEND A HELPING PAW!





# Dig Deeper

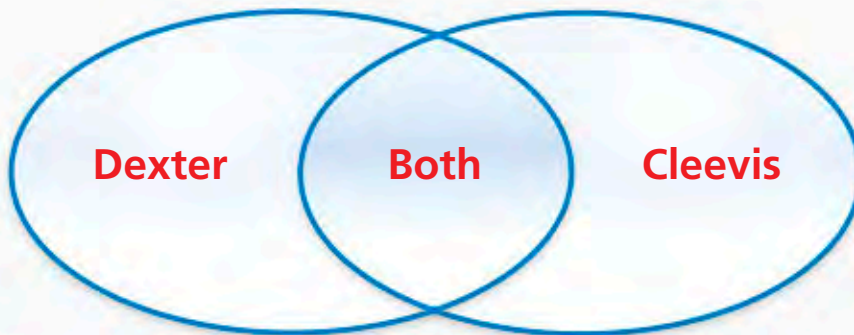
## How to Analyze the Text

Use these pages to learn about Comparing and Contrasting and Figurative Language. Then read *Dex: The Heart of a Hero* again. Use what you learn to understand it better.

### Compare and Contrast

In *Dex: The Heart of a Hero*, some of the characters change during the story. You can **compare** the characters' thoughts and feelings at the beginning and the end of the story by telling how they are the same. You can **contrast** by telling how they are different.

Words and pictures from the story are clues about how the characters change. Use a diagram like this for the beginning of the story and another for the end. Show how the characters changed.



**RL.2.3** describe how characters respond to events and challenges; **RL.2.4** describe how words and phrases supply rhythm and meaning; **RL.2.7** use information from illustrations and words to demonstrate understanding of characters, setting, or plot

## Figurative Language

Authors sometimes tell how two things are the same using the word *like* or *as*. This is called a **simile**. A simile helps readers picture story details in their mind. For example, *The dog ran as fast as lightning* is a simile. The dog can't really run as fast as lightning, but the simile helps the reader understand that the dog is running fast. Look for examples of similes as you reread *Dex: The Heart of a Hero*.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION

**Turn  
and  
Talk**

**What makes someone a hero?** Discuss with a partner. Find text evidence from *Dex: The Heart of a Hero* to support your ideas. Speak one at a time. Add your own ideas to what your partner says.



### Classroom Conversation

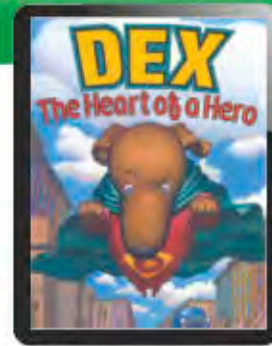
Now talk about these questions with the class.

- 1 How does Dex and Cleevis's friendship change from the beginning to the end of the story?
- 2 Why is Dex happy that Cleevis wants to be his partner at the end of the story?
- 3 Think of other superhero stories you know. How is Dex like the superheroes in those stories?



## WRITE ABOUT READING

**Response** Think about how Dex helped Cleevis. Would you have helped someone who had been mean to you in the past? Write a paragraph to share your opinion.



### Writing Tip

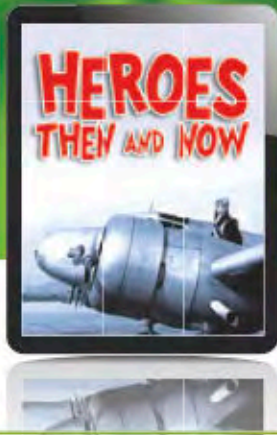
Use linking words, such as *so* or *because*, to connect reasons with your ideas.



**RL.2.1** ask and answer questions to demonstrate understanding of key details; **RL.2.3** describe how characters respond to events and challenges; **W.2.1** write opinion pieces; **SL.2.1a** follow rules for discussions; **SL.2.1b** build on others' talk in conversations by linking comments to others' remarks

## Lesson 20

# INFORMATIONAL TEXT



### ✓ GENRE

**Informational text** gives facts about a topic.

### ✓ TEXT FOCUS

A **chart** is a drawing that lists information in a clear way.



**RI.2.7** explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts

# HEROES THEN AND NOW

What makes a hero? A hero does something brave or works hard to help others. A hero doesn't give up when things are hard.

Heroes come from different backgrounds and different places. They can be young or old. All heroes are important people, whether they lived in the past or do good deeds today.



**Then**

**Now**

**These heroes reached for the stars.**

### **Amelia Earhart**

Amelia Earhart became the first woman pilot to fly across the Atlantic Ocean.

Amelia studied hard before flying. She spent time with other pilots, gazing at maps and weather charts.

### **Ellen Ochoa**

Ellen Ochoa became the first Hispanic woman to travel in space.

Exercise is important to prepare for space flights. Ellen exercises until her muscles are sore.



**Then**

**Now**

**The heroes in this chart helped others.**

### **Sacagawea**

Sacagawea was a Native American woman who lived over 200 years ago. She helped a group of early American explorers.

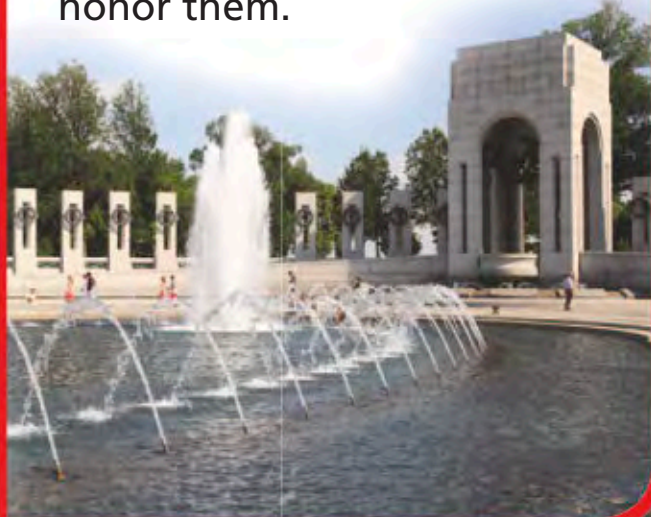
Sacagawea helped the explorers find food and learn about the land. She helped them talk to Native Americans that they met.

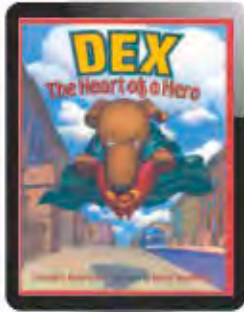


### **Earl Morse**

Earl Morse had an idea to honor veterans. Veterans are men and women who have been in the military. Some veterans were in the military during times of war.

Morse helped to start a group that helps pay for veterans to travel to Washington, D.C. There the veterans can see memorials and monuments that honor them.





# Compare Texts

## TEXT TO TEXT

**Discuss Heroes** Think about Dex and the heroes in *Heroes Then and Now*. What makes them heroes? In a small group, make a poster to show your ideas. Include words and pictures. Present the poster to the class.

What Makes a Hero?



## TEXT TO SELF

**Share a Story** Think of a time when you felt the way Dex does at the beginning of *Dex: The Heart of a Hero*. What did you do? Tell a partner.



## TEXT TO WORLD

**Talk About Dog Heroes** What does Dex do to help the other animals? What are some ways dogs can help in your community? Share your ideas with the class.



**RL.2.1** ask and answer questions to demonstrate understanding of key details; **RI.2.9** compare and contrast points presented by two texts on same topic; **W.2.8** recall information from experiences or gather information to answer a question

# Grammar



**Commas in a Series** When there are three or more **nouns** in a sentence, separate them with **commas** and the word *and*. Also use commas and the word *and* when there are three or more **verbs** in a sentence.

Series of Nouns	Series of Verbs
The dogs, cats, and birds saw Dex.	He jumped, hopped, and climbed.
My sister, my brother, and I want to be heroes.	We stretch, flex, and train our muscles.

## Try This!

**Read the sentences aloud with a partner. Tell where to add commas to make the sentences correct. Then write the sentences correctly.**

- 1 The cat scratched howled and hissed.
- 2 Dex helped boys girls and animals.
- 3 He studied ran and practiced.

Short, choppy sentences can be combined. This will make your writing smoother.

### Short, Choppy Sentences



The dog leaped over boxes.

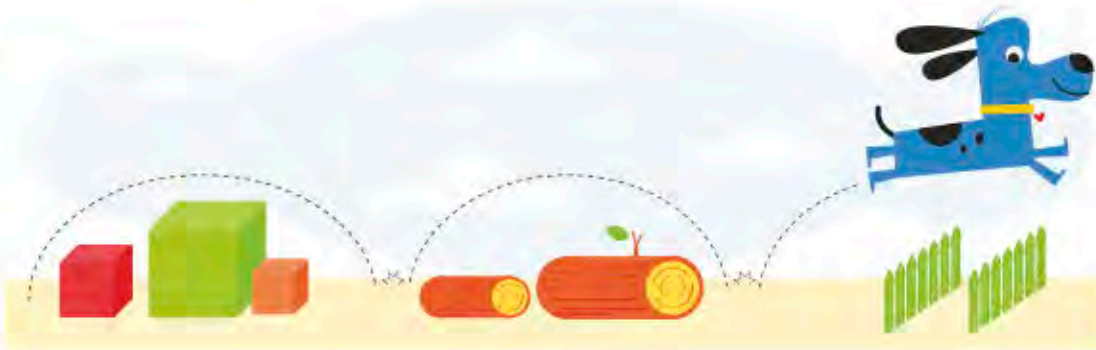


The dog leaped over logs.



The dog leaped over fences.

### Smoother Sentence with Commas



The dog leaped over boxes, logs, and fences.




### Connect Grammar to Writing

When you revise your story, try combining some short sentences.



## Reading-Writing Workshop: **Revise**

# Narrative Writing

 **Organization** A good **story** starts with a strong beginning. If the beginning of your story is interesting, it makes your readers want to read more.

Julie wrote a draft of a story about a girl and her special pet. Later, she revised the story's beginning.







### Writing Process Checklist

#### Prewrite

#### Draft

#### ► Revise

-  Does my story have a beginning, middle, and end?
-  Does the beginning make the reader want to read more?
-  Did I include interesting details?
-  Did I tell how the problem is solved?

#### Edit

#### Publish and Share

### Revised Draft

Layla had a pet hamster named Sparky. Sparky was not like any other hamster. **He could do something no other hamster could do.**

Sparky was small and brown. **Layla thought he was amazing.** He knew when things were wrong.



# Sparky and the Giant

by Julie Martine

Layla had a pet hamster named Sparky. Sparky was not like any other hamster. He could do something no other hamster could do.

Sparky was small and brown. Layla thought he was amazing. He knew when things were wrong.

One day Layla and Sparky were walking in the park. Sparky started making noise and running around in Layla's pocket.

"What's up, Sparky?" Layla said as she gently patted her pocket.

## Reading as a Writer

How does Julie make her beginning more interesting?  
How can your beginning be more interesting?

I made the beginning more interesting.



Read “The Cattle King” and “A Cowboy’s Life.” As you read, stop and answer each question using text evidence.

## The Cattle King

Florida used to be known for cattle, not oranges. Cattle were brought to Florida from other countries.

Jacob Summerlin was born in Florida in 1820. His father raised cattle. Jacob was 16 when he started his own cattle business. By the time he was 40, he owned most of the cattle in Florida. He was the richest man in Florida.

- 1 What might have happened if cattle weren’t brought to Florida?



When Jacob got older, he started to give money to Florida. He helped the city of Orlando build a new courthouse. He gave money to build a park, Lake Eola. Jacob helped build a high school in a town named Bartow.

Jacob was a smart man. People say he was a quiet, kind man. He could be rough when he had to be. Without him, Florida would not be the same as it is today.

**2** Why did the author write “The Cattle King”?



## A Cowboy's Life

During the 1800s, many cowboys took part in long cattle drives. They moved herds of cattle from one place to another. It sometimes took three months.

Cowboys had to work to keep the herd together during the cattle drive. On sunny days, it was hot with many bugs. On rainy days, it was cold and wet.

Cowboys faced many dangers. They had to cross deep water. They had to watch out for hazards, such as lightning and rattlesnakes.

**3** What details does the author give to show that the cowboys faced many dangers?

Cowboys rode from sunrise to sunset. At night, they gathered around a fire. They told stories and sang. Each cowboy took a two-hour shift to watch the cattle.

**4** What is the main idea of this text? What details can you find that support the main idea?